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: *Feelings* 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

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

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

Unit Essential Questions:

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:

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

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Unit #1 Title: The Many Faces of Me

Lesson Title: Happy, Sad, Scared and Mad: All Belong To Me **Lesson** 1 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.1.A.0K Identify basic feelings.

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)

Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)
Construction or card stock paper
Markers
Worksheet: *Feelings* worksheet (attached)

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	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify 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:**
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.	1. Students are sitting in a circle on the floor.
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.”	2. Students respond accordingly.
3. “What are some reasons that you might feel this way?”	3. Students give examples.
4. “What are some different ways that a person might show this feeling?” (Counselor should focus discussion on appropriate ways of expressing the feelings.)	4. Students give examples.

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5. Repeat steps 2-4 for each feeling.	5. Allow every student a chance to respond.
6. "Why is it important for us to express our feelings?"	6. Students respond.
7. Students will complete the *Feelings* worksheet. Counselor may need to lead the students in completion of the worksheet.	7. Students draw their responses.

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)

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FEELINGS

Happy	Sad
Mad	**Scared**

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Unit #1 Title: The Many Faces Of Me

Lesson Title: How I Act Is Who I Am **Lesson** 2 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

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

Grade Level Expectations (GLEs):
PS.1.B.0K Identify personal roles in the family.
PS.1.C.0K Identify character traits needed for different situations.

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
Posters of the words "Caring" "Responsible" "Respectful" "Cooperative"

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	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify four 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:**
1. Puppet 1 says: "When I go home after school, I have to feed my dog." (Helper role) Puppet 2: "I don't have a dog, but I have to feed my goldfish." (Helper role)	1. Students listen.
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."	2. Allow 2 or 3 students to offer examples.
3. Puppet 1: "After I feed my dog, I have to play with my baby sister while my mom fixes supper." (Son/Daughter role) Puppet 2: "I don't have any brothers and sisters, but I spend time with my grandma who lives with us."	3. Students listen.

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(Grandson/Granddaughter role)	
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."	4. Allow 2 or 3 students to offer examples.
5. Puppet 1: "Before I go to bed, I have to pick up my toys and my sister's toys." (Big Brother/Sister role) Puppet 2: "After supper, I have to help my mom with the dishes." (Helper role) Puppets: We have a lot of things to do!!	5. Students listen.
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."	6. Allow 2 or 3 students to offer examples.
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."	7. Students listen.
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?"	8. Allow several students to offer appropriate feelings (i.e. happy, glad, excited, proud, etc.).
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?"	9. Allow several students to offer their thoughts.

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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.

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)

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RESPONSIBLE

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CARING

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COOPERATIVE

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RESPECTFUL

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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: The Many Faces of Me 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 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.	**SUGGESTED UNIT TIMELINE**: 2 Lessons **CLASS PERIOD (min.):** 20 – 30 minutes each

ESSENTIAL QUESTIONS:
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. PS.1.B.0K Identify personal roles in the family. PS.1.C.0K Identify character traits needed for different situations.		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 L.K.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 1 Level 1
2. The student will identify four character traits needed for different situations.		PS.1.A.0K PS.1.B.0K PS.1.C.0K		RF.K.2 RF.K.3 W.K.8	P/SD A	Level 1 Level 1 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)**
	__X___ Direct __X___ Indirect __X___ Experiential _____ Independent study __X___ 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:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast __X____ Didactic Questions Ls. 1, 2 __X____ Demonstrations Ls. 2 __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___X___ Concept Formation Ls. 1 _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __X____ Role-playing Ls. 1 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __X____ Discussion Ls. 2 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving

				_____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: A Newer, BETTER, Older Me **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Best time of year to implement this Unit: March

Lesson Titles:

Lesson 1: I'm Just a Bag of Feelings

Materials/Special Preparations Required

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

Lesson 2: Character Clovers

Materials/Special Preparations Required

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

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.1.A.01 Identify a variety of feelings. (DOK Level - 1)
PS.1.B.01 Identify personal roles in the school. (DOK Level - 1)
PS.1.C.01 Recognizing personal character traits. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems

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X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

Unit Essential Questions:

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

Unit Measurable Learning Objectives:

The student will identify feelings based on real life situations.
The student will identify three personal roles in school.
The student will recognize three personal character traits.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching; Guided & Shared – reading, listening, viewing, thinking)
___ Indirect
_X_ Experiential (Games)
_X_ Independent Study (Learning Activity Packages)
_X_ 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 identify the feelings, the personal roles, and characteristics that they have in school.

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Brief Summary of Unit:
In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet.
In lesson two, students identify personal school roles and accompanying character traits. Students then create character clovers.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Basic understanding of feelings, roles, and character traits.

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Unit #1Title: A Newer, BETTER, Older Me

Lesson Title: I'm Just a Bag of Feelings **Lesson** 1 of 2

Grade Level: 1

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.1.A.01 Identify a variety of feelings.

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

Materials (include activity sheets and/ or supporting resources)

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

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

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

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

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor explains that 10 students will have a chance to pull a feeling from the fancy bag. The student is to act out the feeling on the card. The class will have three tries to guess the feeling being acted out.	1. Students listen to the directions. Chosen students will pull a feeling from the bag, and act it out. Counselor should help students having difficulty reading card and/or thinking of acting ideas. Students guess the feeling.
2. After each role-play, counselor asks students for suggestions of when people might feel that way.	2. Students offer examples.
3. Explain that every person has many different feelings, and not all people will feel the same way in the same situations. This is okay because our feelings are our own…which makes them all ok.	3. Students listen.
4. Counselor explains the *Feelings*	4. Students work on the assignment.

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Thermometer worksheet.	
5. Students are directed to hold up their thermometers and look around to notice that responses may vary.	5. Students hold up their Feelings Thermometers and look around at other's worksheets.
6. Counselor should collect these to look for any unusual patterns.	6. Students hand in their worksheets.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Feelings Thermometer

Mark each column to indicate your feelings about each statement

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

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Unit #1 Title: A Newer, BETTER, Older Me

Lesson Title: Character Clovers **Lesson 2 of 2**

Grade Level: 1

Length of Lesson: 20-30 minutes

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

Grade Level Expectations (GLEs):
PS.1.B.01 Identify personal roles in the school.
PS.1.C.01 Recognizing personal character traits.

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

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

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

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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	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 roles they have at school and a corresponding character trait for each role.

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

Essential Questions:
What roles do people have at school?
How do people know how to act in different roles?

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

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor tells the students that today they will be talking about the roles that students have in school and the traits that accompany those roles.	1. Students listen.
2. Counselor asks the students, “What roles do you have here at school?” As the student respond, counselor records the answers.	2. Students respond (learner, friend, classmate, helper, line leader, etc.)
3. Counselor says, “With each role that we have, we also have certain traits that we exhibit in those roles. For instance, as a counselor, I am caring, I am a good listener, I am friendly, I am responsible, etc. What traits do you exhibit in your school roles?” Counselor records answers as done earlier.	3. Students respond

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4. Counselor explains that each student will be creating a character clover. On one side of the clover, students will list their school roles (one role on each of the leaves). On the back, the students will identify the trait that they use the most in that role and write it on the corresponding leaf.	4. Students create character clovers.
5. Have students share their favorite leaf of the clover and tell how they feel about having that personal characteristic.	5. Students share character clovers.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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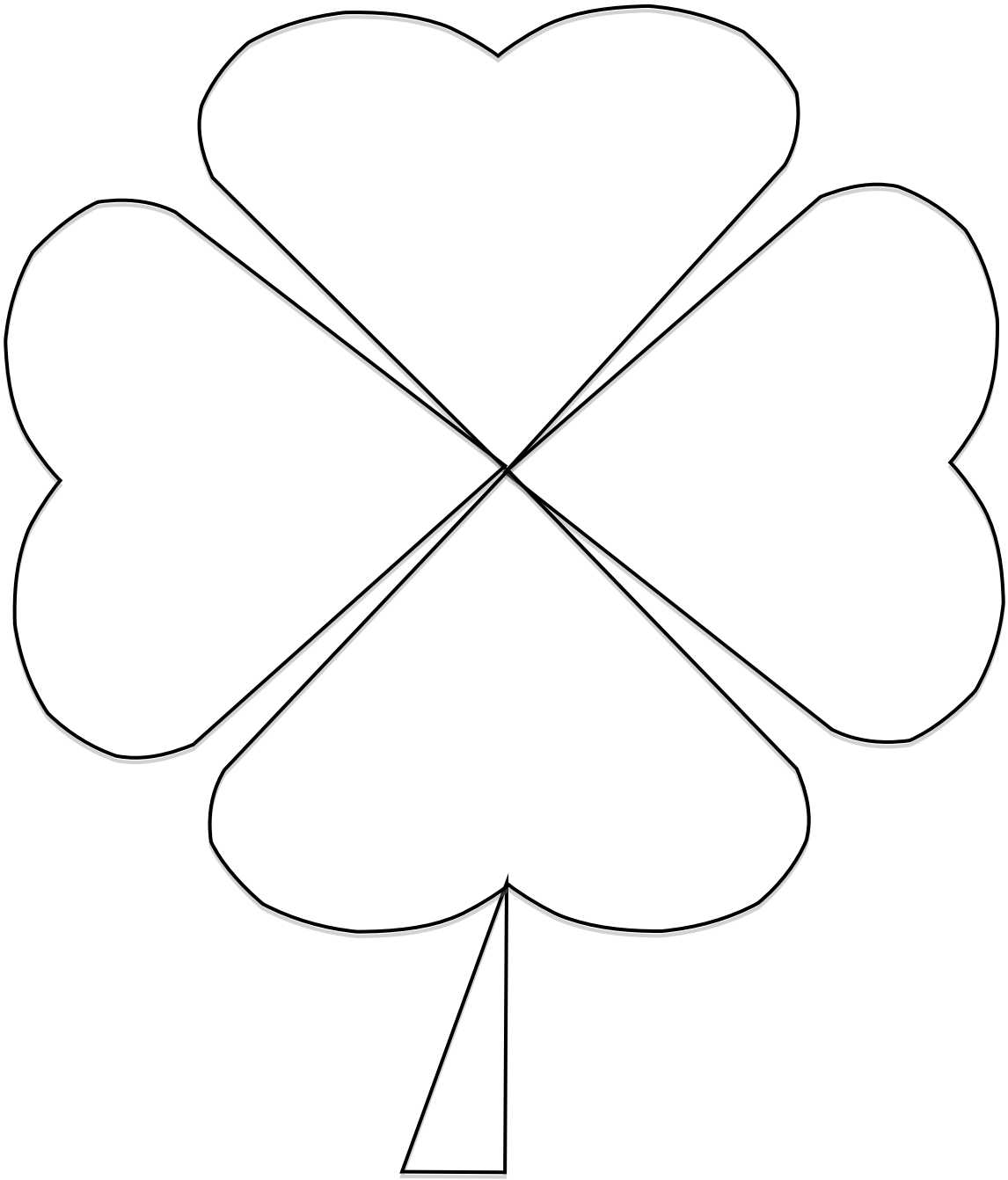
Clover Pattern



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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: A Newer, BETTER, Older Me In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet. In lesson two, students identify personal school roles and accompanying character traits. Students will then create character clovers.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 20 – 30 minutes each

ESSENTIAL QUESTIONS:
1. How can exploring our feelings help us?
2. Why do people have different feelings?
3. Why is it important to understand feelings?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify feelings based on real life situations.		PS.1.A.01 Identify a variety of feelings. PS.1.B.01 Identify personal roles in the school. PS.1.C.01 Recognizing personal character traits.		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 1 Level 1
2. The student will identify three personal roles in school.		PS.1.A.01 PS.1.B.01 PS.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6	P/SD A	Level 1 Level 1 Level 1

				L.1.1 L.1.2 L.1.4 L.1.5 L.1.6		
3. The student will recognize three personal character traits.		PS.1.A.01 PS.1.B.01 PS.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.2 L.1.4 L.1.5 L.1.6	P/SD A	Level 1 Level 1 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will identify the feelings, the personal roles, and characteristics that they have in school.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct _____ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers

	Direct: _____ Structured Overview _____ Lecture	**Indirect:** _____ Problem Solving _____ Case Studies	**Experiential:** _____ Field Trips _____ Narratives	**Independent Study** _____ Essays _____ Computer Assisted	**Interactive Instruction** _____ Debates _____ Role Playing

	__X____ Explicit Teaching Ls. 2 _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1	_____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Conducting Experiments _____ Simulations __X____ Games Ls. 1 _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	Instruction _____ Journals _____ Learning Logs _____ Reports __X____ Learning Activity Packages Ls. 1, 2 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Panels _____ Brainstorming _____ Peer Partner Learning __X____ Discussion Ls. 1 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: ME Revisited **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 25-35 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1 Goldilocks Revisited

Materials/Special Preparations Required

- Copy of the story of *Goldilocks and the Three Bears*.
- Chart Paper or SMART Board
- Markers

Lesson 2 The Many Roles I Play in My Community

Materials/Special Preparations Required

- Chart Paper or SMART Board
- Markers/Pencils
- Community Role Web directions
- Plain paper for student webs

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.02 Express a variety of feelings. (DOK Level - 2)

PS.1.B.02 Identify personal roles in the community. (DOK Level - 1)

PS.1.C.02 Compare and contrast character traits needed for different situations. (DOK Level - 3)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

Unit Essential Questions:

What roles do you play in your community?
How do your actions and feelings affect your roles?

Unit Measurable Learning Objectives:

The student will identify at least three feelings of the characters in the story.
The student will identify at least three character traits of the characters in the story and label them as positive or negative.
The student will identify at least four community roles they fulfill.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Concept Mapping)
___ Experiential
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Think, Pair, Share; Cooperative Learning)

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 identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.

Brief Summary of Unit:
In lesson one, students reviewed the story of *Goldilocks and the Three Bears*. As the jury of her peers, the students work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family.
In lesson two, students identified the personal roles that they have in their community by creating a community role web.

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 a basic understanding of feelings, roles, and character traits.

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Unit 1 Title: ME Revisited

Lesson Title: Goldilocks Revisited **Lesson 1 of 2**

Grade Level: 2

Length of Lesson: 25-35 minutes

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

Grade Level Expectations (GLEs):
PS.1.A.02 Express a variety of feelings
PS.1.C.02 Compare and contrast character traits needed for different situations.

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

Materials (include activity sheets and/ or supporting resources)

A copy of the story of *Goldilocks and the Three Bears*.
Chart Paper or SMART Board
Markers

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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	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 at least three feelings of the characters in the story.
The student will identify at least three character traits of the characters in the story and label them as positive or negative.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each cooperative learning group will determine Goldilocks' fate: did she consider the feelings of others and did she demonstrate positive character traits in her decisions?

Lesson Preparation

Essential Questions:
Why do people need to know about feelings?
How do people know how to act?

Engagement (Hook):
Counselor enters the room and says: "Ladies and gentlemen of the jury, today I will present to you the case of Goldilocks. Your charge will be to determine the feelings of Goldilocks and her victims, the Bear Family, and to decide if she demonstrated positive character traits in the situation."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the introduction, counselor reads the story of Goldilocks or briefly summarizes the story.	1. Students listen.
2. Students are broken into groups of four. Counselor explains that each group will deliberate about Goldilocks' fate. "Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?"	2. Students move into cooperative groups.
3. Instruct each group to identify the actions that Goldilocks took in the Bear Family's home and the possible feelings that were	3. Students listen to directions and work in small groups to formulate responses.

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exhibited by both Goldilocks and the Bear Family.	
4. Counselor now needs to review the actions of Goldilocks (entering an unknown home, helping herself to food, sitting in and destroying furniture, sleeping in someone else's bed). Counselor asks for the character traits that Goldilocks exhibited and feelings shown. Counselor records responses on the chart paper or SMART Board (titled "Goldilocks") in a compare/contrast manner.	4. Students offer responses.
5. Counselor asks the students to look back at the situations. "Identify the actions of the Bear Family and ask what feelings and character traits the Bear Family exhibited because of Goldilocks' actions." Counselor records on chart paper or SMART Board titled "Bear Family".	5. Students offer responses.
6. The counselor asks for suggestions of better decisions she could have made. "If Goldilocks' decisions had been different, how would the Bear Family's feelings be different?"	6. Students listen to directions, and then work in small groups to formulate responses.
7. In summation, the counselor explains that every individual has a variety of feelings and that every individual will use different character traits in different situations. "What is most important is that each person chooses wisely and positively, keeping in mind the impact that personal choices have on those around us?" Counselor then reviews the charge of the "jury" and has students deliberate. Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?	7. Students deliberate and report their decisions.

Teacher Follow-Up Activities

If there is an issue that the classroom is dealing with, teacher could follow the same format as described above using "the jury of peers" to resolve the issue. During the process, teacher will emphasize the character traits and feelings of the parties involved.

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Counselor reflection notes (completed after the lesson)

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Unit 1 Title: ME Revisited

Lesson Title: The Many Roles I Play in My Community **Lesson** 2 of 2

Grade Level: 2

Length of Lesson: 25-35 minutes

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

Grade Level Expectation (GLE):
PS.1.B.02 Identify personal roles in the community.

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

Materials (include activity sheets and/ or supporting resources)

Chart Paper or SMART Board
Markers/Pencils
Community Role Web directions
Plain paper for student webs

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least four community roles they fill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete a personal community role web.

Lesson Preparation

Essential Questions:
What roles do people have in the community?

Engagement (Hook):
Have the teacher or principal join the counselor. The counselor has a large web on chart paper or SMART Board (see directions for student web). The counselor asks the partner, what roles he/she plays in the community. Partner responds with the roles he/she has (father/mother, church member, voter, coach, farmer, Sunday School Teacher, etc.). As the teacher/principal responds, counselor records responses on the chart paper or SMART Board. (If teacher or principal is not available, then the counselor will implement the lesson independently. This will serve as a model for the activity the students will complete.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Strategies:**
1. Counselor explains that just as the principal/teacher has many roles outside the school walls, the students do as well.	1. Students listen.
2. Counselor breaks the students into cooperative learning groups.	2. Students move to their groups.
3. Counselor has the students brainstorm the roles they play in their community within the cooperative learning groups.	3. Students brainstorm the roles they play in the community.
4. Following the brainstorming, counselor distributes the blank paper. Each student is to draw and complete a personal community role web.	4. Students individually complete their community role web.
5. Counselor directs students to share their	5. Students share their different roles and then

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webs with their groups and then discuss the feelings and character traits that they exhibit in these roles. Counselor moves from group to group listening/coaching the sharing of the students.	discuss the feelings and character traits that they exhibit in these roles.

Teacher Follow-Up Activities

Teacher displays student webs in the classroom.

Counselor reflection notes (completed after the lesson)

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Directions for Creating Community Role Web

1. In the middle of the paper, draw a person.
2. Draw approximately 6 lines coming from the person in different directions.
3. At the end of each line, draw a horizontal line for written responses.

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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: ME Revisited In lesson one, students reviewed the story of *Goldilocks and the Three Bears*. As the jury of her peers, the students will work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family. In lesson two, students identified the personal roles that they have in their community by creating a community role web.	**SUGGESTED UNIT TIMELINE**: 2 Lessons **CLASS PERIOD (min.):** 25 – 35 minutes each

ESSENTIAL QUESTIONS:
1. What roles do you play in your community?
2. How do your actions and feelings affect your roles?

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 three feelings of the characters in the story.		PS.1.A.02 Express a variety of feelings. PS.1.B.02 Identify personal roles in the community. PS.1.C.02 Compare and contrast character traits needed for different situations.		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 1 Level 3
2. The student will identify at least three character traits of the characters in the story and label them as positive or		PS.1.A.02 PS.1.B.02		RL.2.3 RL.2.7	P/SD A	Level 2 Level 1

negative.		PS.1.C.02		RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6		Level 3
3. The student will identify at least four community roles they fill.		PS.1.A.02 PS.1.B.02 PS.1.C.02		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	P/SD A	Level 2 Level 1 Level 3

ASSESSMENT DESCRIPTIONS:
Students identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X___ Direct __X___ Indirect _____ Experiential _____ Independent study __X___ Interactive Instruction

1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation __X____ Concept Mapping Ls. 2 _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X____ Role Playing Ls. 1 _____ Panels __X____ Brainstorming Ls. 2 _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups __X____ Think, Pair, Share Ls. 2 __X____ Cooperative Learning Ls. 1, 2 _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Who Am I **Grade Level:** 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 min.

Best time of year to implement this Unit: Autumn

Lesson Titles:

Lesson 1 An Apple a Day

Materials/Special Preparations Required

- 3 apples (one red, one green, and one rotten)
- *What Color Is Your Apple?* worksheet
- Poster with the outline of a tree and branches (counselor made)
- Plain paper
- Crayons (red, green and brown)

Lesson 2 What Color is Your Apple?

Materials/Special Preparations Required

- Tree with apples from previous week.
- Paper
- Pencils or crayons
- Dry erase board, smart board, chart paper, other

Lesson 3 Fly Your Kite

Materials/Special Preparations Required

- Kite
- *Fly Your Kite* worksheet
- *Go Fly Your Kite* Venn Diagram worksheet
- Yarn
- Crayons or markers
- Glue

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.03 Identify positive characteristics and areas for personal growth. (DOK Level - 1)

PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities. (DOK Level - 2)

PS.1.C.03 Identify the personal characteristics needed to contribute to the classroom. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 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. 7. The use of tools of social science inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why are positive character traits important?

Unit Measurable Learning Objectives:

The student will determine positive and negative character traits from a list of fifteen character traits. The student will determine which of four character traits named by other students describe him/her. The student will identify two character traits that he/she would like to develop for personal growth. The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly. The student will list seven roles and responsibilities he/she has at home and school.

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Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Reflective Discussion)
___ Experiential
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Brainstorming; Peer Partner Learning; 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 complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school.

Brief Summary of Unit:
This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Understanding of the following:
Personal roles
Feelings
Responsibilities

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Unit #1 Title: Who Am I?

Lesson Title: An Apple A Day **Lesson:** 1 of 3

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.1 Understanding self as an individual and as a member of diverse local and global communities.

Grade Level Expectation (GLE):
PS.1.C.03 Identify the personal characteristics needed to contribute to the classroom.

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)

3 apples: 1 red, 1 green and 1 rotten
What Color Is Your Apple? worksheet
Poster with the outline of a tree and branches (counselor made)
Plain paper
Crayons (red, green and brown)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
	Goal 2: Communicate effectively within and beyond the classroom
	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	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will determine positive and negative character traits from a list of fifteen character traits.

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 identify positive and negative character traits utilizing the *What Color Is Your Apple?* worksheet.

Lesson Preparation

Essential Questions:
How can you tell how someone feels about himself or herself?

Engagement (Hook): The teacher will display 3 apples—one red, one green and one with a rotten spot on it.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor displays 3 apples and asks students to describe the apples: color, texture, stages of development, and effects of rotten apple on the others. Possible responses might include a rotten apple can cause the other apples to decompose more quickly.	1. Students describe apples.
2. Counselor distributes and explains the instructions on the worksheet, explaining any terms that the students may not be familiar with.	2. Students follow instructions.
3. The counselor instructs students to cut out the apples and glue them on the community tree (if red or green) poster picture. Students are to paste brown apples on the ground of the illustration.	3. Students cut out the apples and place them on the tree poster.

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4. The counselor asks students to think of other characteristics, which are important to a classroom community. The counselor tells students that they may make more apples if they can think of other qualities not already listed.	4. Students brainstorm and write down other positive characteristics on the blank apples. Students add these apples to the tree.
5. The counselor tells students that the tree will be displayed all week and they need to be thinking of how the positive characteristics contribute to the class community.	5. Students use the completed poster as a visual reminder.

Teacher Follow-Up Activities

Classroom teacher will display the tree prominently in the classroom and refer to it frequently regarding students displaying proactive behaviors.

Counselor reflection notes (completed after the lesson)

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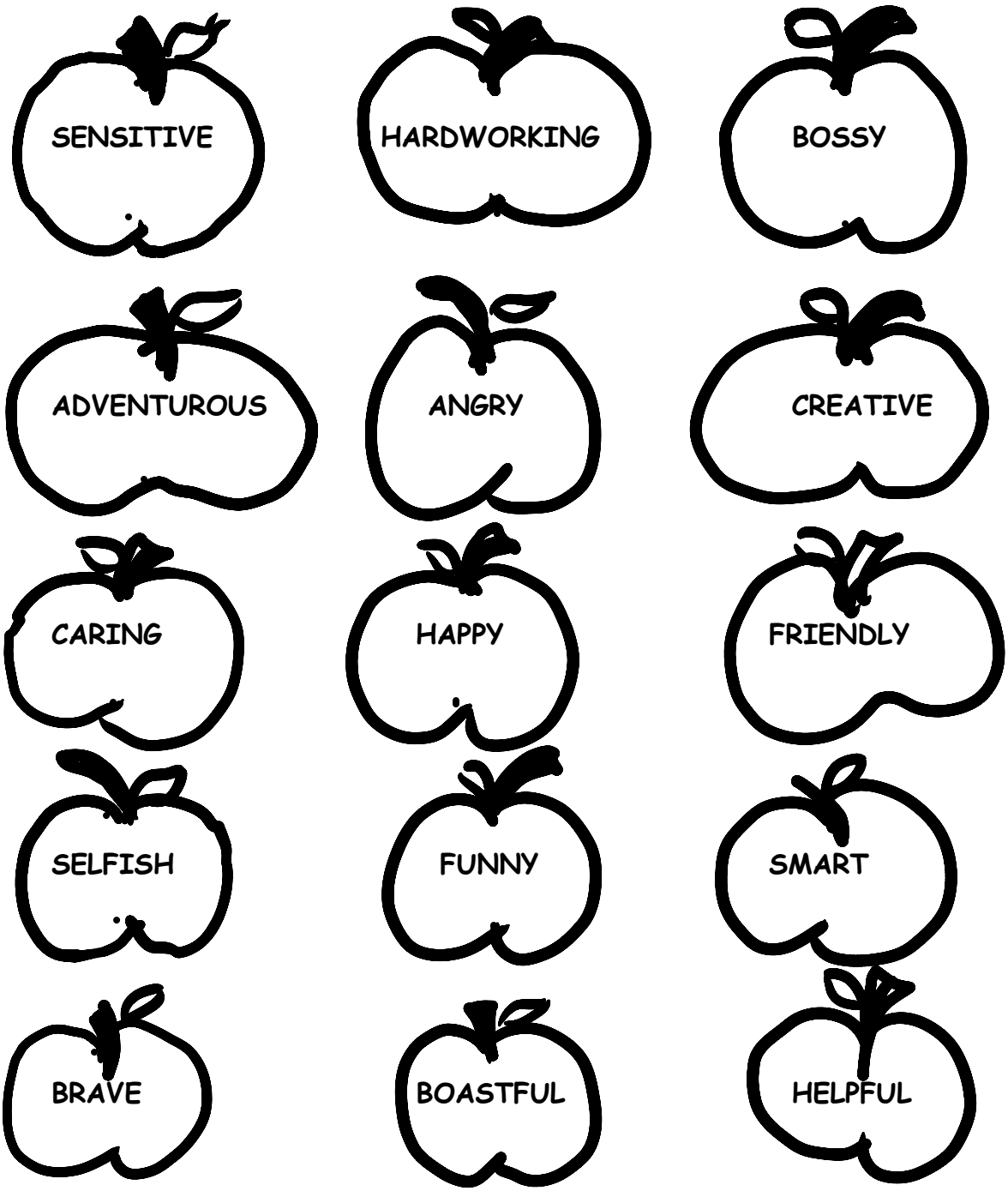
What Color Is Your Apple?

If the apple lists a quality that is helpful in the classroom, color it red. If the apple lists a quality that the classroom needs to improve on, color it green. If the apple lists a quality that hurts the classroom community, color it brown.



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Unit #1 Title: Who am I?

Lesson Title: What Color is Your Apple? **Lesson** 2 of 3

Grade Level: 3

Length of Lesson: 30 Minutes

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

Grade Level Expectation (GLE):
PS.1.A.03 Identify positive characteristics and areas for personal growth.

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)

Tree poster with apples from previous lesson
Paper
Pencils or crayons
Dry erase board, smart board, chart paper, other

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 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	
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)

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

Lesson Measurable Learning Objectives:

The student will determine which of the four character traits named by other students describe him/her.
The student will identify two character traits that he/she would like to develop for personal growth.

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 identify characteristics they have, and traits they would like to develop for personal growth.

Lesson Preparation

Essential Questions: How can you tell that you are maturing or growing up?

Engagement (Hook): Review the apple tree activity from previous lesson and direct students' attention to the tree poster.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review previous lesson and the tree poster. Tell the students that today they will help their classmates discover some of the traits that we see in each other.	1. Students participate in the review of the tree poster.
2. Counselor asks students to brainstorm positive traits and behaviors, which are needed to be successful in school. These are written on dry erase board, smart board, chart paper, or other visual media to create a word bank.	2. Students contribute ideas.
3. Counselor distributes blank paper to students and explains that they are to write their names at the top and draw four large apples on their paper.	3. Students follow directions.
4. Counselor divides the class into groups of five. Students are instructed to pass their paper to the person to their left. That person	4. Students follow directions.

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is to select a trait from the word bank that describes the person and write it in one of the apples.	
5. Counselor tells students to pass that paper to the person to their left. Students are instructed to look at the name on the paper that they have and then select a trait from the word bank that describes the person and write it in one of the remaining blank apples.	5. Students follow directions.
6. Repeat Step 5 until each student's apple sheet has been completed. Ask students to pass the paper to the once more, which should result in students having their own paper back.	6. Students follow directions.
7. Counselor tells students to look at the traits written on their paper by the group. The class discusses whether they feel the traits described them or if they were surprised by any traits.	7. Students participate in the discussion.
8. Have students write on the back of their paper some of the traits that they would like to develop for their own personal growth.	8. Students follow directions.

Teacher Follow-Up Activities

Teacher will leave the tree up for a few weeks to remind students to practice the positive traits needed for a strong class community.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Who Am I?

Lesson Title: Fly Your Kite **Lesson:** 3 of 3

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities.

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)

Kite
Fly Your Kite worksheet
Go Fly Your Kite Venn Diagram activity sheet
Yarn
Crayons or markers
Glue

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 and information, ideas, and structures
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 4. Evaluate the processes used in recognizing and solving problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
	Communication Arts	
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions (7) the use of tools of social science inquiry (surveys, statistics,

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		maps, documents)
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a Venn Diagram by listing three attributes each that make home and school run smoothly.
The student will list seven roles and responsibilities he/she has at home and school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. The student will list their responsibilities and roles at home and at school.

Lesson Preparation

Essential Questions:
How can you tell when someone is a productive community member?

Engagement (Hook):
As students enter the classroom the counselor will display a miniature kite to catch their attention. The lesson activity will revolve around the kite theme.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Display kite and ask students what makes a kite fly. Discuss flying kites and what attributes the kite flyer needs to be successful (responsible, respectful, persistent, etc.)	1. Students provide responses.
2. Explain to students that the group will complete Venn Diagrams about what attributes make a home and school run smoothly.	2. Work in pairs to complete the *Go Fly You Kite Venn Diagram* worksheet
3. Explain that students will make paper kites listing their responsibilities and roles at home and school. Distribute *Fly Your Kite* worksheet, yarn, glue, and crayons or markers.	3. Complete kites writing their roles/responsibilities on the tailpieces.
4. Ask students to share kites and talk about their responsibilities and roles.	4. Students pair and share kites talking about their favorite roles.

Teacher Follow-Up Activities

Display completed apple tree and kites in classroom as a visual cue to reflect on personal responsibilities.

Counselor reflection notes (completed after the lesson)

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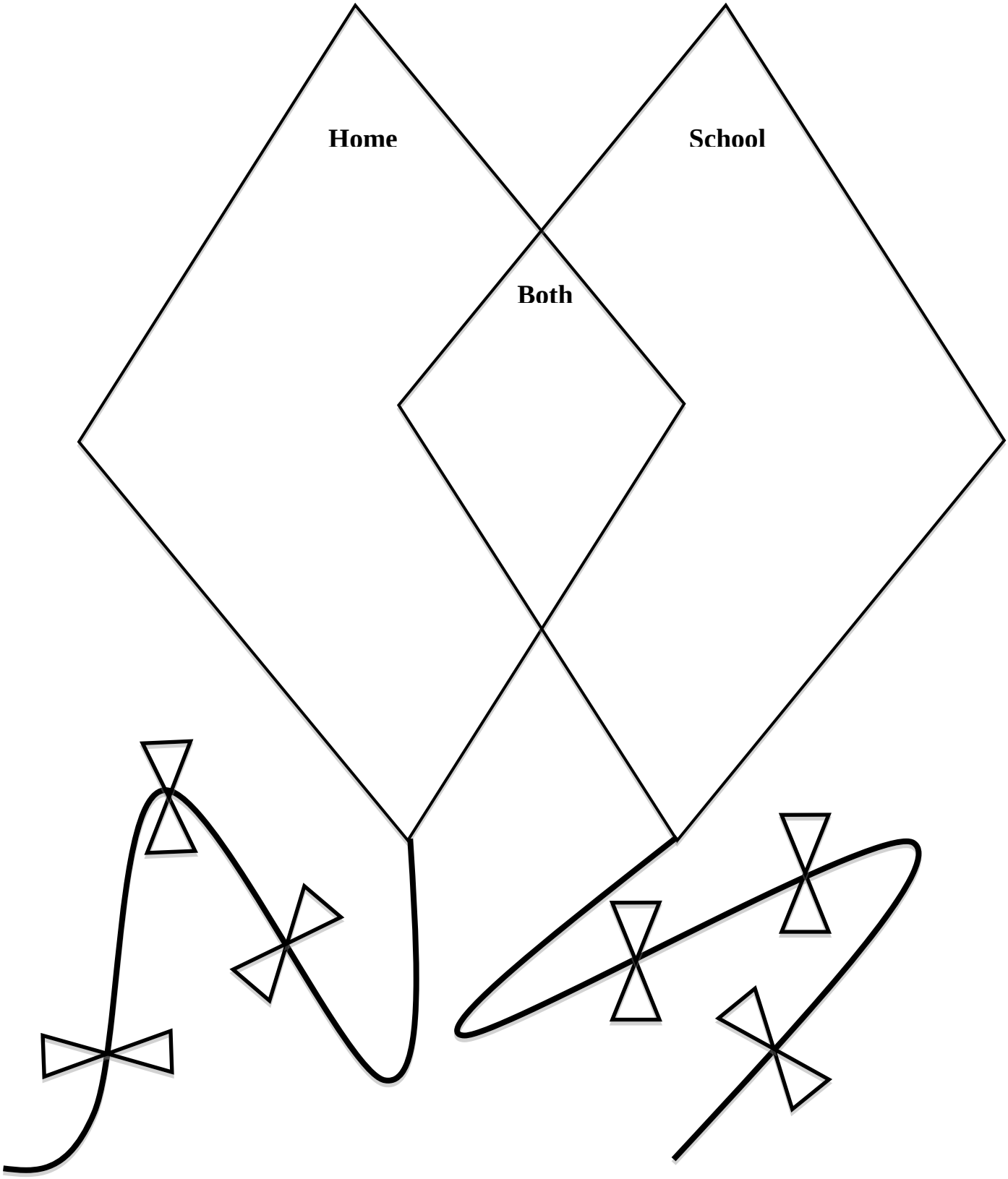
GO FLY YOUR KITE
Venn Diagram



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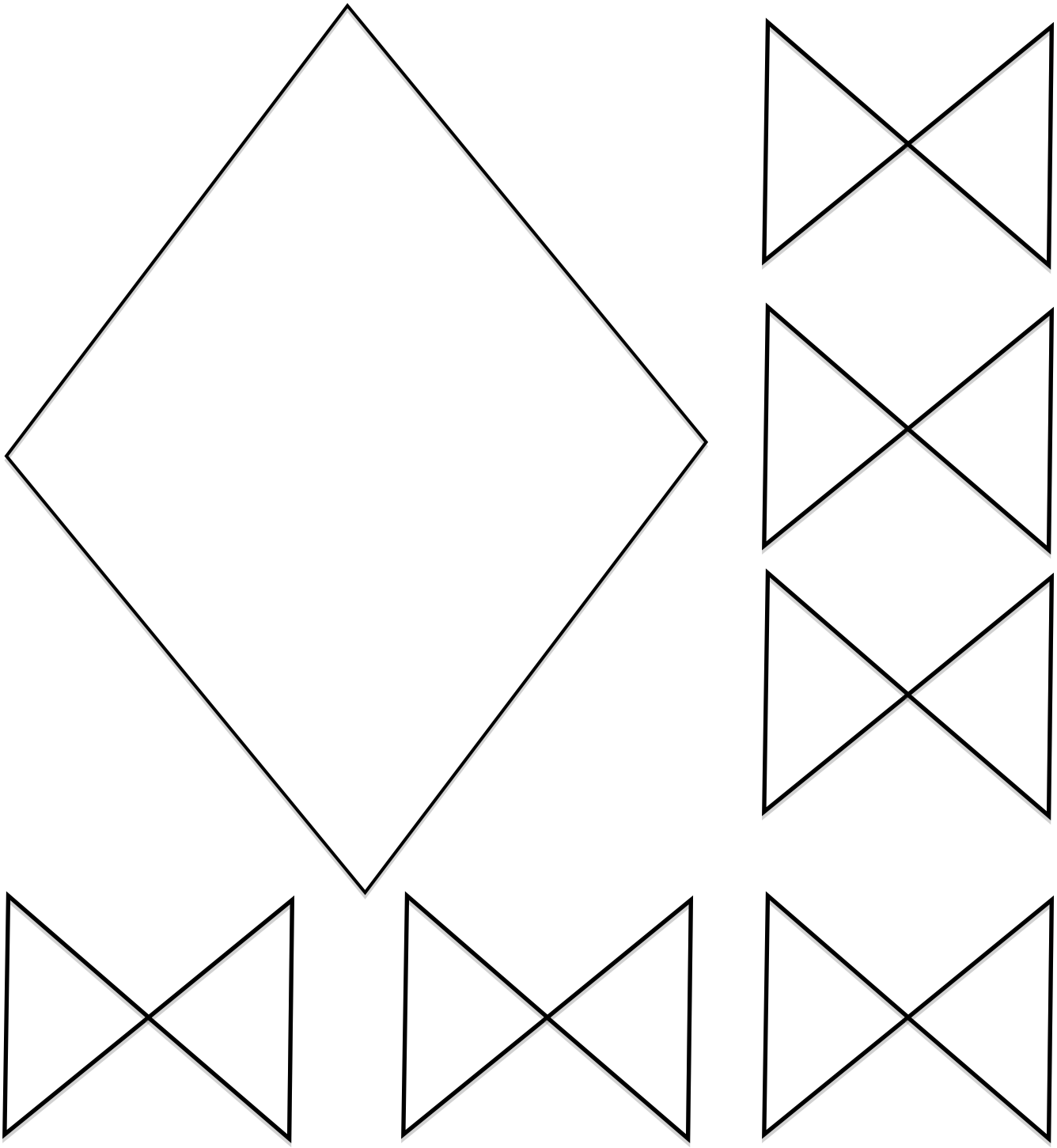
Fly Your Kite

Write your name on the main part of the kite and write six of your roles and responsibilities at home and school on the bows. When you are finished, cut out the kite and bows. Use yarn and glue to complete your kite.



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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: Who Am I This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why are positive character traits important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will determine positive and negative character traits from a list of fifteen character traits.		PS.1.A.03 Identify positive characteristics and areas for personal growth. PS.1.B.03 Reflect on personal roles at home and at school and identify responsibilities. PS.1.C.03 Identify the characteristics needed to contribute to the classroom.		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 2 Level 1
2. The student will determine which of four character traits named by other students describe him/her.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1	P/SD A	Level 1 Level 2 Level 1

				L.3.2 L.3.3 L.3.5 L.3.6		
3. The student will identify two character traits that he/she would like to develop for personal growth.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A	Level 1 Level 2 Level 1
4. The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A	Level 1 Level 2 Level 1
5. The student will list seven roles and responsibilities he/she has at home and school.		PS.1.A.03 PS.1.B.03 PS.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	P/SD A	Level 1 Level 2 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school**.**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	___X__ Direct ___X__ Indirect _____ Experiential ___X__ Independent study ___X__ Interactive Instruction

1 2 3 4	See Lessons: Lesson 1 An Apple a Day Lesson 2 What Color is Your Apple? Lesson 3 Fly Your Kite
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 An Apple a Day Lesson 2 What Color is Your Apple? Lesson 3 Fly Your Kite

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___X___ Compare & Contrast Ls 3 _____ Didactic Questions ___X___ Demonstrations Ls 1 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 2,3	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2 _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___X___ Learning Activity Packages Ls 1,3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming Ls1 ___X___ Peer Partner Learning Ls 2,3 ___X___ Discussion Ls 1 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: How Do I Fit In? **Grade Level:** 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime of the year, could be used in small groups.

Lesson Titles:

Lesson 1: Think Positive!

Materials/Special Preparations Required

Skit Tickets worksheet

Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Lesson 2: I'm A Star!

Materials/Special Preparations Required

Dice, One (1) per group

Pencils

I'm a Star Community Member worksheets for each student

Lesson 3: I'm Thumbody!

Materials/Special Preparations Required

Pencils

Baby wipes

I'm Thumbody worksheets for each student

Picture of a detective

Stamp pad, washable ink, or paint

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.04: Recognize positive self-talk and communicate personal thoughts and feelings. (DOK Level - 1)

PS.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member. (DOK Level - 2)

PS.1.C.04: Identify the personal characteristics that contribute to the school community. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/ Social Development

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

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why are positive thoughts important?

Unit Measurable Learning Objectives:

The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.
The student will give at least two verbal responses regarding ways to be a responsible community member.
The student will compose ten positive statements about themselves.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
____ Indirect
_X_ Experiential (Games)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Discussion)

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Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to identify the difference between positive and negative thoughts and feelings.

Brief Summary of Unit:
This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
What are personal roles?
What is a positive self-concept?
The meaning of personal characteristics.
Knowledge of how people express feelings differently.

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Unit #1 Title: How Do I Fit In?

Lesson Title: Think Positive! **Lesson** 1 of 3

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings.

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

Materials (include activity sheets and/ or supporting resources)

Skit Tickets worksheet
Suggestion: Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day!* by Judith Viorst

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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

Lesson Measurable Learning Objectives:

The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.

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 turn negative thoughts into positive thoughts.

Lesson Preparation

Essential Question: How do our thoughts and feelings affect how we handle various situations?

Engagement (Hook): Read a story that deals with positive and/or negative thinking. Suggestion: Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day!* by Judith Viorst

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Read story and field questions about how negative thoughts and feelings were changed to positive ones.	1. After hearing the story, students will review how the characters changed negative views into positive views and brainstorm ideas to change negative thoughts and feelings to positive ones.
2. Divide class into small groups and explain they will be asked to change something negative into something positive.	2. Students divide into small groups.
3. Hand each small group a skit ticket and have them create a short skit to perform in front of the class.	3. Students will create a short skit using the ideas from their skit tickets. Students will perform their short skits.
4. After each skit, discuss the ideas they used to change the situation from negative to positive.	4. In closing, students will answer questions the class/instructor has about their skit.

Teacher Follow-Up Activities

When the teacher notices a negative comment or behavior, students will be asked to reframe it into something positive.

Counselor reflection notes (completed after the lesson)

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SKIT TICKETS

"I did not get invited to the bowling party."	Act out how you can change this negative situation into something positive.
"I did not get what I wanted for my birthday."	Act out how you can change this negative situation into something positive.
"I got an 'F' on my test."	Act out how you can change this negative situation into something positive.
"My friend would not play with me at recess."	Act out how you can change this negative situation into something positive.
"My mom won't let me watch the new scary movie."	Act out how you can change this negative situation into something positive.
"My brother won't stay out of my room."	Act out how you can change this negative situation into something positive.

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Unit #1 Title: How Do I Fit In?

Lesson Title: I'm A Star! **Lesson:** 2 of 3

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Standard (GLE):
PS.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member.

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

Materials (include activity sheets and/ or supporting resources)

Enough Dice for one (1) per group
I'm A Star Community Domain worksheets for each student
Pencils

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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will give at least two verbal responses regarding ways to be a responsible community member.

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 be able to answer questions about being a responsible community member.

Lesson Preparation

Essential Questions: Why is it important to be responsible members in our community?

Engagement (Hook): Have "Twinkle, Twinkle Little Star" (or other song referring to stars) playing in the background – or have students sing the song. Talk about how pretty the stars are at night and how only one star by itself would not be as pretty as all of the stars twinkling together.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Introduce lesson and brainstorm ideas to answer the essential question. Why is it important to be responsible members in our community?	1. Students will listen and brainstorm ideas of why it is important to be responsible community members.
2. Instructor writes students ideas on the board.	2. Students will contribute ideas.
3. Hand out *I'm A Star Community Member* worksheets and explain how to play the game. <u>Directions to game</u>: Each student rolls dice and answers the question that corresponds with the number rolled. Students write down their answers on that part of the star. If a student rolls a question, which he/she has already answered, he/she will lose that turn.	3. Students will listen to directions.
4. Ensure that each student has a pencil and a	4. Students get into small groups and play the

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game worksheet; divide students into small groups.	game as directed.
5. Give warnings at 5 minutes and at1 minute before the end of play. Allow time for the students to share one of their answers with the class.	5. Students will share one of their answers at the end of class.

Teacher Follow-Up Activities

The teacher reviews *I'm a Star Community Member* worksheets completed by the students after the activity, and reinforces some of the community member skills during the following week.

Counselor reflection notes (completed after the lesson)

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I'm a Star Community Member

My name is _____.

1
Being respectful is important because…

2
Cooperating with others is important because…

3
Honesty is important because…

4
Following rules is important because…

5
Not littering is important because…

6
Recycling is important because…

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Unit #1 Title: How Do I Fit In?

Lesson Title: I'm Thumbody! **Lesson** 3 of 3

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.1.C.04: Identify the personal characteristics that contribute to the school community.

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

Materials (include activity sheets and/ or supporting resources)

Baby wipes
Pencils
I'm Thumbody! worksheets for each student
Picture of a detective (attached)
Stamp pad, washable ink, or paint

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compose ten positive statements about themselves.

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 be able to write positive statements about themselves.

Lesson Preparation

Essential Questions: Why is it important for someone to feel good about himself or herself? Why are positive thoughts important?

Engagement (Hook): Dress up like a detective with trench coat, magnifying glass, briefcase, and man's hat. Have theme to the *Pink Panther* playing in the background. Or show a picture of a detective with a magnifying glass.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Walk into room dressed up like detective and announce you are looking for positive thinkers. (Or you can also show a picture of a detective and do the same.) What does it look like to be a positive thinker? What does it look like to be a negative thinker?	1. Students brainstorm ideas of what a positive thinker looks like and sounds like. Students will compare and contrast positive and negative thinking.
2. Ask what thinking positive thinking sounds like. What does negative thinking sound like?	2. Students make suggestions.
3. Distribute pencils and *I'm Thumbody!* worksheets to each student.	3. Students will accept materials and wait for instructions.
4. Ask students to complete worksheets and tell them that you will be stamping their	4. Students will complete worksheets and place individual thumbprints on the

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thumbprints today to find who is a positive thinker.	worksheet.
5. After doing thumbprints, use baby wipes or paper towels to clean off ink/paint from student's hands.	5. Students clean off ink/paint from their hands.
6. Ask students to share one positive statement from their worksheets aloud at the end of class.	6. Students share the statement of their choice.

Teacher Follow-Up Activities

Teacher can be given sheets to post in the classroom as a reminder of positive thinking.

Counselor reflection notes (completed after the lesson)

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I'm Thumbody!

My name is _____.

I like when I…

At home I help…

In class I am respectful when…

With friends, I share…

_____'s Thumbprint

At recess I play fair when…

I know how to…

I am good at…

Three things I like best about me are…

1.

2.

3.

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I am looking for a positive thinker…

What does it look like to be a positive thinker?

What does it sound like to be a positive thinker?

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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: How Do I Fit In? This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why are positive thoughts important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.		PS.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings. PS.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member. PS.1.C.04: Identify the personal characteristics		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	P/SD A Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 2 Level 1

		that contribute to the school community.				
2. The student will give at least two verbal responses regarding ways to be a responsible community member.		PS.1.A.04 PS.1.B.04 PS.1.B.04		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	P/SD A	Level 1 Level 2 Level 1
3. The student will compose ten positive statements about themselves.		PS.1.A.04 PS.1.B.04 PS.1.B.04		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	P/SD A	Level 1 Level 2 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will be able to identify the difference between positive and negative thoughts and feelings.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

	___X__ Direct _____ Indirect ___X__ Experiential _____ Independent study ___X__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Think Positive! Lesson 2: I'm A Star! Lesson 3: I'm Thumbody!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Think Positive! Lesson 2: I'm A Star! Lesson 3: I'm Thumbody!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___X___ Compare & Contrast Ls 3 _____ Didactic Questions _____ Demonstrations ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 1	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ____X__ Games Ls. 2 _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___X___ Role Playing Ls 1 _____ Panels ___X___ Brainstorming Ls 1,2,3 _____ Peer Partner Learning ___X___ Discussion Ls 1,3 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: I Understand Me **Grade Level:** 5

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime and could also be used for a small group.

Lesson Titles:

Lesson 1: Finding the Positive

Materials/Special Preparations Required;

Magazines, poster board, scissors, glue sticks, markers.

Prepare a hallway or classroom "art gallery" using fancy butcher paper frames to "frame" the students' self-concept collages.

Lesson 2: Keep Finding the Positive

Materials/Special Preparations Required:

Completed Self-Concept Collages from Lesson 1

Group Role Cards (Resource Sheet 1)

Lesson 3: Are You Balanced?

Materials/Special Preparations Required:

Balance Scales borrowed from math or science classrooms.

Small blocks or other manipulatives that can be used as weights on the scales.

"*Am I Balanced?*" worksheet (activity sheet 1)

Pencils

Poster. Chart paper and markers or smart board.

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.05: Demonstrate the personal characteristics to maintain a positive self-concept. (DOK Level - 2)

PS.1.B.05: Develop strategies to balance family, school, and community roles. (DOK Level - 3)

PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community. (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

X	Goal 1: Gather, analyze and apply information and ideas

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	1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 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	1. Speaking and writing standard English 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How does positive self-concept help students contribute to the school community?
Why is it important to have a balanced life?
How does having balance in a person's life impact them?

Unit Measurable Learning Objectives:

The student will identify at least three aspects of a positive self-concept.
The student will create and present a collage depicting at least three aspects of a positive self-concept.
The student will identify and categorize at least ten activities in which he/she participates.
The student will compare and contrast the amount of activities in each of the four categories.
The student will identify at least one strategy to balance their activities and responsibilities.

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Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation)
___ Experiential
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Brainstorming; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a worksheet and brainstorm strategies for balancing life roles.

Brief Summary of Unit:
This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one's life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of group roles.
Knowledge of life roles people have.
Knowledge of what self-concept means.
Knowledge of what characteristics contribute to the school community.

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Unit #1 Title: I Understand Me

Lesson Title: Finding the Positive **Lesson** 1of 3

Grade Level: 5

Length of Lesson: 30 minutes

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

Grade Level Expectations (GLEs):
PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept.
PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.

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

Materials (include activity sheets and/ or supporting resources)

Magazines, poster board, scissors, glue sticks, markers.
Prepare a hallway or classroom "art gallery" using fancy butcher paper frames to "frame" the students' self-concept collages.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least three aspects of a positive self concept.

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' choose positive self-concept visuals for their collage project.

Lesson Preparation

Essential Questions:
How does positive self-concept help students contribute to the school community?

Engagement (Hook):
Art project: Counselor dresses up as an artist (for example wear beret, smock, etc)…say: "Today I am (art teacher/famous artist) and we are going to create works of art for the hallways in our school.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Organize art materials. Introduce yourself as the "Famous Artist"	1. Students meet the "famous artist".
2. Briefly introduce the topic of self-concept.	2. Students share initial understandings of self-concept.
3. Explain to students that they will work in cooperative groups and use magazine cutouts to create a collage that represents at least 3characteristics of positive self-	3. Students move to small groups and get organized to create collages. Students listen and ask questions for clarification. Each group records their examples of how the

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concept.	pictures on the collage demonstrate positive self-concept.
4. Direct each group to assign a member to write down examples of how the pictures on the collage demonstrate positive self-concept.	4. Students discuss elements of their collage within their small group.
5. Monitor cooperative groups and encourage discussion among group members.	5. Students work cooperatively.
6. Give 5-minute time warning and help the group transition to clean up and storage of group collages.	6. Students complete their group collage and assist with clean up.
7. Collect collages and store them for use in the follow-up lesson when the collages will be discussed.	7. Students assist with storing supplies.

Teacher Follow-Up Activities

Display the completed collages until the next class period and ask the students to journal:
1. What do they see in the collages that represent characteristics of a positive self-concept?
2. What characteristics do they have that demonstrate a positive self-concept?

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: I Understand Me

Lesson Title: Keep Finding the Positive **Lesson** 2 of 3

Grade Level: 5

Length of Lesson: 30 minutes

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

Grade Level Expectations (GLEs):
PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self concept
PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.

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

Materials (include activity sheets and/ or supporting resources)
Group Role Cards (Resource Sheet 1)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create and present their collage depicting at least three aspects of a positive self-concept.

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 work as a group to present and explain their positive self-concept collage.

Lesson Preparation

Essential Questions:
How does positive self-concept help students contribute to the school community?

Engagement (Hook):
Display the words: *Leader, Presenter, Recorder, Encourager, Timekeeper and Collector*. Ask students to think about which role they fulfilled within their group when creating the collage.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Have students return to the cooperative group assignments determined in Lesson 1, and give each group a deck of role cards. DO NOT DISTRIBUTE "PRESENTER" CARD.	1. Return to the cooperative group assignment determined in Lesson 1 as they enter the room.
2. Instruct students to use role cards to discuss roles the members took on during Lesson 1.	2. Students discuss their roles in the previous lesson.
3. Ask students to agree upon which students took on each role during the previous lesson.	3. Students determine which role each group member played.

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4. Instruct students to distribute the role card to the identified member. Counselor distributes Presenter cards and explains the presenter role. Counselor directs groups to choose a presenter to report their work on the Self-Concept Collages.	4. Group members will choose a presenter from students who were not given a role card.
5. Counselor defines criteria for group presentation of the Self-Concept Collages (role assignments, explanation of their collage choices).	5. The group recorder will write down the group's ideas.
6. Counselor facilitates presentations	6. Groups will discuss their collage and explain how their choices demonstrate positive self-concept. The group presenter will utilize the recorders' notes to explain how the groups' collages demonstrate positive self-concept.
7. Counselor facilitates discussion of group presentations. *Why are roles important? How did working in a group increase or decrease positive self-concept?*	7. Students discuss roles and positive self-concept.

Teacher Follow-Up Activities

Display the completed collages in "an art gallery display" and ask them to once again journal:

1. What do they see in the collages that represent characteristics of a positive self-concept?
2. What characteristics do they have that demonstrate a positive self-concept?

Compare journal entries completed after lesson 1 to journal entries completed after lesson.

Counselor reflection notes (completed after the lesson)

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Group Role Cards

(Can be pasted to index cards and used as flash cards to learn about group roles or as badges to identify those roles in the group)

Leader • organized the group • planned how to format the collage • helped us share supplies • helped others understand what to do	**Recorder** • wrote down the group's ideas • kept a record of the group's work
Presenter • reports the group's ideas and work to others	**Time Keeper** • keeps the group on task and moving • monitors group time and lets others know how much time is left
Encourager • keeps the group motivated • compliments members on their work • compliments members on good group behavior	**Collector** • gathers group materials • returns group materials

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Unit #1 Title: I Understand Me

Lesson Title: Are You Balanced? **Lesson** 3 of 3

Grade Level: 5

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.1.B.05: Develop strategies to balance family, school, and community roles.

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)

Balance Scales (borrowed from math or science departments)
Small blocks or other manipulatives to weigh on scales that can be used as weights on the scales.
Am I Balanced? worksheets and pencils
Poster, chart paper and markers, or SMART BOARD

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 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	1. Speaking and writing standard English
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and categorize at least ten activities in which he/she participates.
The student will compare and contrast the amount of activities in each of the categories.
The student will identify at least one strategy to balance their activities and responsibilities.

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 complete the worksheet and brainstorm strategies to keep their lives more balanced.

Lesson Preparation

Essential Questions: What does it mean to have balance in your life? How does having balance in a person's life affect them?

Engagement (Hook): Have balance scales on tables and ask, "What do you think we are going to do today? *Hint: It has to do with different roles that students have."*

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Place balance scales on tables before class begins. Ask students to guess what the scales will be used for today.	1. Students will guess how the scales will be used in the lesson.
2. Distribute the worksheets and explain directions: Students will list a minimum of 10 activities in which he/she participates. Students will also categorize the activities into one of the four category boxes,(community involvement, friendship activities, school commitments, or family responsibilities and write the numbers on the "Total" line. Offer examples that can be written in each section to get students started. These could include : Computer time, phone(texting), sports, church, elderly	2. Students complete the worksheets to visualize their life roles.

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family members, child care, clubs	
3. Distribute manipulatives to weigh on the balance scales. Students should get one manipulative for each item listed on their worksheet.	3. Students will total the items listed on their worksheets.
4. Explain to students how the scales work.	4. Students will use the scales to compare the "weight" of each life role area on their worksheets.
5. Direct students to use the scales and weights to compare different life roles. For example say: Weigh your friendship activities and your family responsibilities on each side of the balance. What do you see? Where do you spend more/less time? With family or with friends? How balanced are your life roles as you compare these two areas? Record what you need to change in order to make your life more balanced in the "My Needs Box".	5. Students will verbalize strategies to balance life roles.
6. End the lesson by asking students to brainstorm strategies to balance life. Record on the back of the worksheet. Offer opportunity for students to share their solutions.	6. Students brainstorm strategies to balance life and have an opportunity to share ideas.

Teacher Follow-Up Activities

Give the list of strategies to the teacher to display in the classroom. Monitor the students during the lesson and consider targeting individuals who seem to need help with balance for individual or small group counseling.

Counselor reflection notes (completed after the lesson)

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Am I Balanced?

Community Involvement
(Extracurricular activity)

Total:_____

Friendship Activities

Total:_____

My Needs:

Total:_____

School Commitments

Total:_____

Family Responsibilities

Total:_____

Add all of your totals. What changes would make your life more balanced? What changes would help you better meet your needs? Write your answers on the back of this paper.

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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: I Understand Me This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one's life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How does a positive self-concept impact behavior?
2. Why is it important to have a balanced life?

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 aspects of a positive self-concept.		PS.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept. PS.1.B.05: Develop strategies to balance family, school, and community roles. PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 3 Level 2

2. The student will create and present a collage depicting at least three aspects of a positive self-concept.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
3. The student will identify and categorize at least ten activities in which he/she participates.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
4. The student will compare and contrast the amount of activities in each of the five categories.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
5. The student will identify at least one strategy to balance their activities and responsibilities.		PS.1.A.05 PS.1.B.05 PS.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will complete a worksheet and brainstorm strategies for balancing life roles.

Obj.#	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction

1 2 3 4 5	See Lessons: Lesson 1 Finding the Positive Lesson 2 Keep Finding the Positive Lesson 3 Are You Balanced?
Obj.#	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: Lesson 1 Finding the Positive Lesson 2 Keep Finding the Positive Lesson 3 Are You Balanced?

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	___X___Structure Overview Ls 2 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	____X__ Problem Solving Ls 3 _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2 _____ Writing to Inform ___X___ Concept Formation Ls 1 _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___X___ Learning Activity Packages Ls 3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming Ls 3 _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___X___ Cooperative Learning Ls 1,2 _____ Jigsaw ___X___ Problem Solving Ls 3 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: 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:

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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:

_X_ Direct (Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking) _X_ Indirect (Problem Solving) _X_ Experiential (Games, Role Playing) _X_ Independent Study (Assigned Questions) _X_ Interactive Instruction (Role Playing; Discussion; Problem Solving)

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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.

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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		

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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.

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line so she can be first. Would a friend do that?"	
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?"	7. Children show thumbs down.
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?"	8. Children show thumbs up.
9. Counselor says, "Juan hits Tom for taking a ball away from him at recess. Would a friend do that?"	9. Children show thumbs down.
10. Counselor says, "Jill tells Juan that his picture is really neat. Would a friend do that?"	10. Children show thumbs up.
11. Counselor says, "Juan tells Jill he likes her and is glad she is his friend. Would a friend do that?"	11. Children show thumbs up.
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.	12. Children respond appropriately.
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."	13. Children respond appropriately.
14. Continue with this procedure until all	14. Children continue demonstrating

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children have had an opportunity using a puppet and saying kind things.	appropriate responses.
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.”	15. Children go to their seats.
16. Counselor hands out the Student Activity Sheets and demonstrates /directs students to write their names at the top.	16. Students write their names.
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.”	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.
18. Counselor collects the papers.	18. Students hand in their papers.

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)

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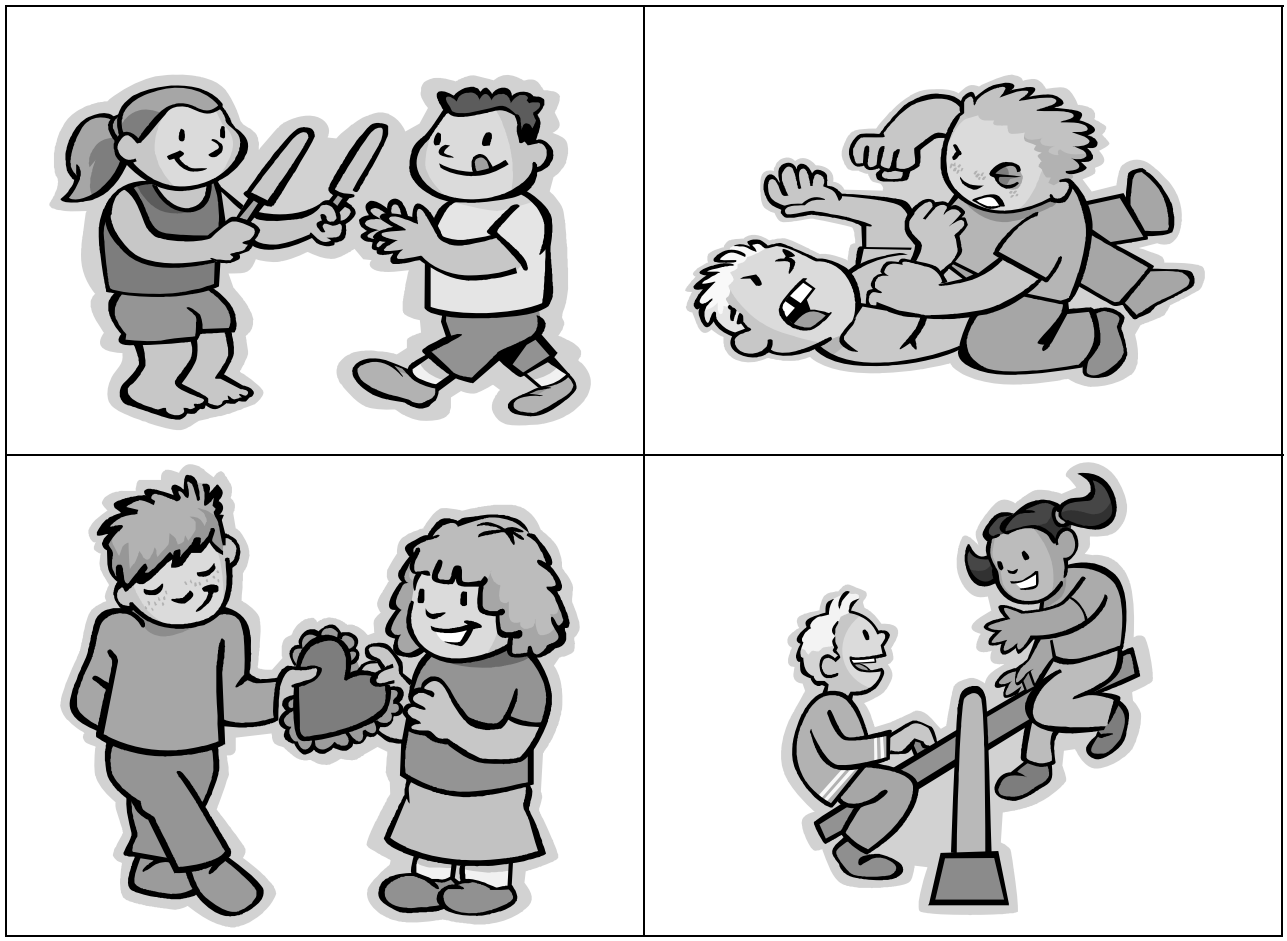
Student Activity Sheet

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.



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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	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will 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.

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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 *Friendship* song	7. Students sing *Friendship* song

Teacher Follow-Up Activities

Practice singing *Friendship* song.

Counselor reflection notes (completed after the lesson)

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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?

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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?

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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?

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Someone is waiting to swing on the swings at recess. You have been swinging all recess long. What would a good friend do?
You hang up your coat in the closet and the coat next to yours falls down. What would a good friend do?

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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

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Unit 1 Title: Friendship Is The Perfect Blendship

Lesson Title: How We Are Alike and Different **Lesson** 3 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.B.0K: Identify similarities and differences between self and others.

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 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
Stand Up Sit Down Song

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	

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will 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

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
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.	1. Students follow directions and brainstorm ways they are the same.
2. Counselor says, "Now, let's think of ways the milk and soda are different."	2. Students raise their hands and offer suggestions.

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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.	
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.	3. Students participate in the discussion.
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!"]	4. Students who like pizza stand up.
5. Counselor says, "If pepperoni pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students' choices.]	5. Students who like pepperoni pizza best sit down.
6. Counselor says, "If cheese pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students' choices.]	6. Students who like cheese pizza best sit down.
7. Counselor calls on students who are left to tell their favorite pizza, then sit down.	7. Students participate appropriately.
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."	8. Students participate appropriately.

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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!"	9. Students participate appropriately.
10. Continue with all choices on the Teacher Activity Sheet.	10. Students participate appropriately
11. End the Lesson by summing up how students are alike and different, and singing the *Stand Up Sit Down* song.	11. Students participate appropriately

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)

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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!"

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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!

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Unit 1 Title: Friendship Is The Perfect Blendship

Lesson Title: Feeling Faces **Lesson** 4 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.C.0K: Identify feelings of others.

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)

Puppet
4 Basic Feeling Faces sheet
Student Activity Card Strips
Feelings poem

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:**
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."	1. Students are watching as the chosen student comes to the front.
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."	2. Students watch as the student selects a piece of paper from the bag.
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! "	3. Students watch as Emo and the Counselor read the card and whisper what it says to the student.
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	4. Students watch as the student acts out the feeling.

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decide which of these feelings you see."	
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?"	5. Students watch and hold up fingers as the counselor demonstrates.
6. Counselor says, "_____, act out your feeling again. Class, which feeling was it?"	6. Students hold up the appropriate number of fingers to designate the correct feeling.
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.	7. Students raise their hands to answer the question.
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.	8. Students raise their hand to answer.
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!"	9. Students sit correctly to be chosen.
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.	10. Students follow directions.
11. End by having the students say the poem again.	11. Students recite the poem.

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.

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Counselor reflection notes (completed after the lesson)

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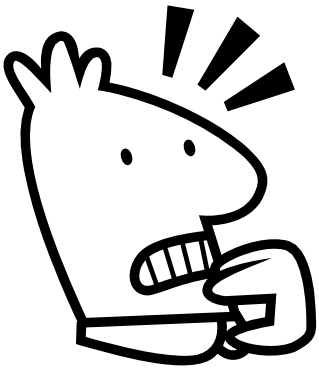
OPTIONS: Counselors could make a set of feeling flash cards, laminated and held together by a metal ring for each student to use (instead of having students hold up fingers, they could show the feeling card). These could also be enlarged for display on the board.

4 Basic Feelings

1. Mad	2. Sad
3. Happy	4. Afraid 

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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.

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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

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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: 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.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How can I be a good friend to others? How do we recognize and show feelings?

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. PS.2.B.0K: Identify similarities and differences between self and others. PS.2.C.0K: Identify feelings of others.		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 2 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)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ 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				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___X___ Compare & Contrast Ls. 1, 3 _____ Didactic Questions _____ Demonstrations ___X___ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	**Indirect:** ___X___ Problem Solving Ls. 2 _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___X___ Games Ls. 3, 4 _____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls. 4 _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects ___X___ Assigned Questions Ls. 1 _____ Learning Centers	**Interactive Instruction** _____ Debates ___X___ Role Playing Ls. 4 _____ Panels _____ Brainstorming _____ Peer Partner Learning ___X___ Discussion Ls. 2, 4 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls. 2 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Elementary Interactions **Grade Level:** 1

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Any time of year would be appropriate; however, it might be helpful to do it first semester since it introduces positive ways to express feelings.

Lesson Titles:
Lesson # 1: Friendship Line Dancing
Materials/Special Preparations Required
One Puppet
Enough space for students to stand in two lines facing each other.

Lesson # 2: Same and Different
Materials/Special Preparations Required
SMART Board, white board, or chart paper and appropriate writing utensils

Lesson # 3: Express Yourself!
Materials/Special Preparations Required
Express Yourself Song
Express Yourself Handout

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

Grade Level Expectations (GLEs):
PS.2.A.01: Demonstrate the ability to be a friend. (DOK Level-2)
PS.2.B.01: Identify similarities and differences among students within the school community. (DOK Level-2)
PS.2.C.01: Express feelings effectively, both verbally and non-verbally. (DOK Level-2)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems

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X	Goal 4: Make decisions and act as responsible members of society 7. Identify & apply practices that preserve and enhance the safety and health of self and others

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

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

Unit Essential Questions:

Why is it important to be accepted by others?

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

Brief Summary of Unit:

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

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

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

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identify a variety of feelings.

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Unit 1 Title: Elementary Interactions

Lesson Title: Friendship Line Dancing **Lesson** 1 of 3

Grade Level: 1

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.2.A.01: Demonstrate the ability to be a friend.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development

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

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

The student will demonstrate at least four friendship skills.

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

Essential Questions: Why do you need friends?

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

Procedures

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

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Elementary Interactions

Lesson Title: Same and Different **Lesson** 2 of 3

Grade Level: 1

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.2.B.01: Identify similarities and differences among students within the school community.

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

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

Essential Questions: Why is respect for others important?

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

Procedures

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

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Elementary Interactions

Lesson Title: Express Yourself! **Lesson** 3 of 3

Grade Level: 1

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.2.C.01: Express feelings effectively, both verbally and non-verbally.

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

Materials (include activity sheets and/ or supporting resources)

Express Yourself Song
Express Yourself Handout

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

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

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

Students will determine an appropriate way to express six feelings.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will express their feelings appropriately through class discussion and a handout.

Lesson Preparation

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

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

Procedures

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

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themselves/others.	

Teacher Follow-Up Activities

Teacher will follow up with students when she sees them having difficulty expressing their feelings.

Counselor reflection notes (completed after the lesson)

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Express Yourself Song

Written by Annie Moffatt

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

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

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

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

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

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

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

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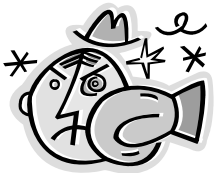
Express Yourself Handout

Please circle the best way to express yourself for each feeling

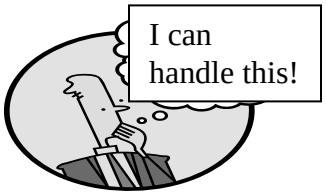
If you're feeling mad, you should or Count to 10 1,2,3,4,5,6,7,8,9,10

If you're feeling loved, you should  or

If you're feeling sad, you should or

If you're feeling happy, you should or

Smile Laugh in class

If you're feeling worried, you should or 

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: Elementary Interactions Students will practice friendship skills with one another. Students will discuss how they are the same and different from others at school. Students will be expressing their feelings in appropriate ways.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why is it important to fit in?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will demonstrate at least four friendship skills.		PS.2.A.01: Demonstrate the ability to be a friend. PS.2.B.01: Identify similarities and differences among students within the school community. PS.2.C.01: Express feelings effectively, both verbally and non-verbally.		RF.1.2 W.1.8 SL.1.1 SL.1.6 L.1.1	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 2 Level 2
2. The student will name three differences and three similarities among his/her peers.		PS.2.A.01 PS.2.B.01 PS.2.C.01		RF.1.2 W.1.8 SL.1.1	P/SD A	Level 2 Level 2 Level 2

				SL.1.6 L.1.1		
3. The student will determine an appropriate way to express six feelings.		PS.2.A.01 PS.2.B.01 PS.2.C.01		RF.1.2 W.1.8 SL.1.1 SL.1.6 L.1.1	P/SD A	Level 2 Level 2 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will demonstrate various friendship skills with a partner.
Students will name ways they are alike and different from their peers.
Students will express their feelings appropriately through class discussion and a handout.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__Direct _____ Indirect __X__Experiential _____ Independent study __X__Interactive Instruction
1 2 3	See Lessons: Lesson # 1: Friendship Line Dancing Lesson # 2: Same and Different Lesson # 3: Express Yourself!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson # 1: Friendship Line Dancing Lesson # 2: Same and Different Lesson # 3: Express Yourself!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching ___X___ Drill & Practice Ls. 3 ___X___ Compare & Contrast Ls. 2 _____ Didactic Questions	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X___ Simulations Ls. 1 ___X___ Games Ls. 2 _____ Storytelling _____ Focused Imaging	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity	_____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming Ls. 2 ___X___ Peer Partner Learning Ls. 1 _____ Discussion

	___X___ Demonstrations Ls.1, 3 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls. 2, 3	_____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls. 2 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit1 Title: Individual and Group Differences **Grade Level:** 2

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Prior to winter vacation

Lesson Titles:

Lesson 1: Acting Out Respect and Compromise

Materials/Special Preparations Required

2 puppets, chalk, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks

Dry erase board or SMART Board

Lesson 2: Family Traditions

Materials/Special Preparations Required

Song about traditions

Family Traditions handout

Symbol, picture, or story regarding family traditions

Lesson 3: Be a Problem Solving Star

Materials/Special Preparations Required

STAR Problem Solving Steps handouts

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.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend. (DOK Level-4)

PS.2.B.02: Identify similarities and differences among families and their traditions. (DOK Level 2)

PS.2.C.02: Identify the steps of solving problems and conflicts with 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 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.

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X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
	Goal 4: Make decisions and act as responsible members of society

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

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

How do people work through conflict?

Unit Measurable Learning Objectives:

The student will use a puppet to demonstrate at least one friendship skill.
The student will identify one personal family tradition.
The student will utilize the STAR problem solving to solve at least one scenario.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Explicit Teaching; Guided & Shared)
___ Indirect
X__Experiential (Role-playing)
_X_Independent Study (Learning Activity)
X__ Interactive Instruction (Role-playing; Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.

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Brief Summary of Unit:
Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method.
Students will learn about their family traditions.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
The students will need to know how to be a friend.
The students will need to be familiar with similarities and differences.
Students having knowledge about feelings would be helpful.

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Unit 1 Title: Individual and Group Differences

Lesson Title: Acting Out Respect and Compromise **Lesson** 1 of 3

Grade Level: 2 **Length of Lesson:** 30- 45 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.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend.

American School Counselor Association (ASCA) National Standard:
Personal and 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, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks
Dry erase board or SMART Board

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.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

The student will use a puppet to demonstrate at least one friendship skill.

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 friendship skills by using the puppets.

Lesson Preparation

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

Engagement (Hook): Begin the lesson by using two puppets to illustrate inappropriate ways of interacting with others, such as, shoving, shouting, pushing, and not sharing. Ask students if they would like to play with these "friends," and if not, why not?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Using the puppets, ask students: What are some ways that we show others that we want to be their friend?	1. Students respond with answers such as, we share, listen, keep secrets, no fighting, and kind to each other.
2. Write responses on the board.	2. Students review the responses.
3. Ahead of time, make a puppet using the paper bag, yarn, and markers. a. Give each student a bag and yarn. b. Students get out their markers and glue (for the yarn) to complete the puppets.	3. Students use the brown paper lunch bags to make puppets to practice friendship skills.
4. The instructor divides the students into pairs and gives them the following situations to act out with their partner. a. Name your puppet and introduce your puppet to your partner's puppet. b. Tell your partner puppet something you like to do. c. Tell your partner about your family. d. Make up your own idea.	4. Students practice friendship skills with their partner's puppet.

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Teacher Follow-Up Activities

The teacher encourages students to use appropriate friendship skills at all times.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Individual and Group Differences

Lesson Title: Family Traditions **Lesson** 2 of 3

Grade Level: 2

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.B.02: Identify similarities and differences among families and their traditions.

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

Materials (include activity sheets and/ or supporting resources)

A symbol, picture or story regarding family traditions (e.g. a pickle ornament that is hidden on the tree each year; a dreidel that is used to play the "dreidel game" on the first night of Hanukah, or a kinara that holds the red, green, and black candles of Kwanzaa each year).

Family Tradition Activity Sheets

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

X	Goal 1: Gather, analyze and apply information and ideas 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one personal family tradition.

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 discuss the school and family traditions that he/she takes part in.
Student will complete *Family Tradition* worksheet accurately.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor will show and, as appropriate, pass around the symbol(s) of a family tradition he or she brought to the class.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After all students have had a chance to look at the symbol(s), the counselor will ask students to hypothesize about the meaning of the chosen symbol(s). When students have had an opportunity to make a number of guesses, the counselor will tell students the story of the meaning of the symbol(s) in his or her family.	1. Students will offer their ideas about the meaning of the symbol.
2. Counselor will ask students to explain what tradition means and then help define it for them (i.e. custom, ritual, habit, practice). Counselor will ask the students to name traditions that happen in their school.	2. Students will raise their hands and share what they think tradition means. Students will also share what traditions that they see in their school.
3. Counselor will share with students some traditions in which his or her family participates in.	3. Students will share traditions that exist in their family.
4. Counselor will ask students to think of	4. Students will share traditions that their

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some traditions that exist in his or her family. Counselor will then get students to focus on some family traditions that they have during the winter. Counselor will then discuss Ramadan, Christmas, Hanukkah, and Kwanzaa. Some families based on their religious beliefs do not participate in any celebrations during the winter months, which is their tradition.	family participates in. Students' will then focus on what traditions their family has during the winter.
5. Counselor will hand out *Family Traditions* worksheets and go over the directions with the students.	5. Students will cut out pictures and paste them under the appropriate heading.

Teacher Follow-Up Activities

Teacher may do a writing activity with the students using Family Traditions as a prompt.

Counselor reflection notes (completed after the lesson)

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FAMILY TRADITIONS

Different families have different traditions. Some families traditionally celebrate one of the following holidays during the winter months.

KWANZAA **HANUKKAH**

RAMADAN **CHRISTMAS**

ONE OF MY FAMILY'S TRADITION S:

_____

_____

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PLEASE CUT THESE PICTURES OUT BELOW AND PASTE THEM UNDER THE APPROPRIATE HOLIDAY.

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Unit 1 Title: Individual and Group Differences

Lesson Title: Be a Problem Solving Star **Lesson** 3 of 3

Grade Level: 2

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with others in ways that respect individual and group differences

Grade Level Expectation (GLE):
PS.2.C.02: Identify the steps of solving problems and conflicts with others.

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)

STAR problem solving steps handouts

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
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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		Compassion		Tolerance
	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

The student will utilize the STAR problem solving to solve at least 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 use STAR to solve scenarios based on common problems in the classroom.

Lesson Preparation

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

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem solving using the STAR steps.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is. What do you do with a math problem?	1. Students respond that it is a math problem and you answer it or solve it.
2. Counselor selects a student to come up and solve the math problem.	2. A student volunteer solves the math problem.
3. Counselor introduces the STAR steps for problem solving, giving each student a copy of the handout. Counselor talks about each of the items and elaborates. • **S** = Stop, when you have a problem you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • **T** = Think, take time to think about possibilities, and what could happen with each one. • **A** = Act, take the action you think is best for the situation. • **R** = Review, think about the choice you made, look it over and if you don't like the way it turned out go back and think again.	3. Students look at the handout as the counselor explains the problem solving steps.
4. Counselor demonstrates how to use the	4. Students listen and ask questions for clarity.

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STAR problem solving steps to solve the math problem on the board, and then tells students that these same steps can be used to solve other problems we face every day.	
5. Counselor gives an example of a problem, such as not being able to find a pencil, and takes the class through the STAR process to solve the problem, asking students for input along the way.	5. Students participate in deciding what to do for each of the STAR steps.
6. Counselor names other common problems such as forgotten lunch money or homework, etc. and has students participate in discussing how STAR can help solve the problems.	6. Students actively participate in using STAR to solve common problems.
7. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.	7. Students offer ideas and participate.
8. Counselor asks students to name other common conflicts, and then has students practice using STAR to solve the problems they have named.	8. Students as a group or in small groups practice using STAR to solve problems.

Teacher Follow-Up Activities

Teacher posts STAR problem solving steps in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

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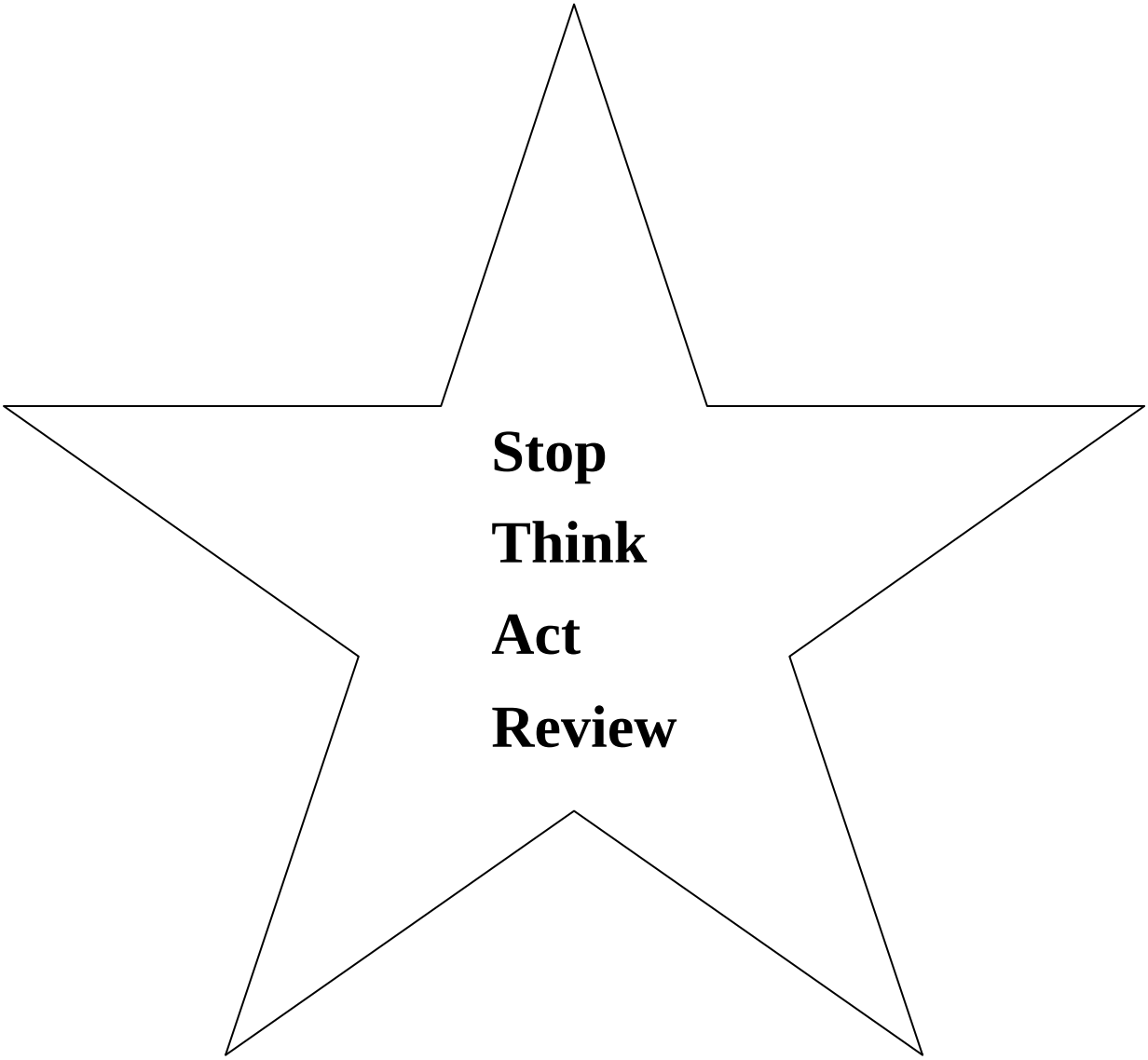
Be a Problem Solving STAR



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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: Individual and Group Differences Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method. Students will learn about their family traditions.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How do people work through conflict?

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 a puppet to demonstrate at least one friendship skill.		PS.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend PS.2.B.02: Identify similarities and differences among families and their traditions. PS.2.C.02: Identify the steps of solving problems and conflicts with others.		W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4 Level 2 Level 1
2. The student will identify one personal family tradition.		PS.2.A.02: PS.2.B.02:		W.2.8 SL.2.1	P/SD A	Level 4 Level 2

		PS.2.C.02:		SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6		Level 1
3. The student will utilize the STAR problem solving to solve at least one scenario.		PS.2.A.02: PS.2.B.02: PS.2.C.02:		W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6	P/SD A	Level 4 Level 2 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct _____ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: Lesson # 1: Acting Out Respect and Compromise Lesson # 2: Family Traditions Lesson # 3: Be a Problem Solving Star
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson # 1: Acting Out Respect and Compromise Lesson # 2: Family Traditions Lesson # 3: Be a Problem Solving Star

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture ___X___ Explicit Teaching Ls. 3	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs	_____ Debates ___X___ Role Playing Ls. 1 _____ Panels ___X___ Brainstorming Ls. 3 _____ Peer Partner Learning

	_____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___X___ Guided & Shared - reading, listening, viewing, thinking Ls. 2	_____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls. 1 _____ Model Building _____ Surveys	_____ Reports ___X___ Learning Activity Ls. 2 Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	___X___ Discussion Ls. 2 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls. 3 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: Respecting Individual and Group Differences **Grade Level:** 3

Number of Lessons in Unit: 4

Time Required for each lesson: 20-30 Minutes

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

Lesson Titles:

Lesson 1: Celebrate Your Culture
Materials/Special Preparations Required
Drawing paper or poster paper
Drawing materials (for optional activity)

Lesson 2: Communicating with *I-Messages*, Part 1
Materials/Special Preparations Required
2 puppets
Script for negative scenario (sample script is provided)
Script for positive scenario using *I-Messages* (sample script is provided)

Lesson 3: Communicating with *I-Messages*, Part 2
Materials/Special Preparations Required
I-Messages information sheet (A copy for each student)

Lesson 4: Be a Problem Solving Star
Materials/Special Preparations Required
STAR Problem Solving Steps (A copy for each student)

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.03: Identify the interpersonal skills necessary to build quality relationships. (DOK Level-2)
PS.2.B.03: Recognize and respect the differences between personal culture and other cultures. (DOK Level-2)
PS.2.C.03: Apply the steps of solving problems and conflicts with others. (DOK Level-3)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures

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X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy ad clarity
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem
	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	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Is it important to fit in to a group? Why or why not?

Unit Measurable Learning Objectives:

The student will draw one picture of a special event in his or her family and one picture of a special event in another culture.
The student will determine one positive and one negative response for at least three friendship interactions.
The student will demonstrate the use of I-Messages for at least three social situations.
The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Lecture; Explicit Teaching; Drill & Practice; Compare & Contrast; Demonstrations; Guided & Shared-reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving; Reflective Discussion)
_X_ Experiential (Games; Focused Imaging; Role-playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning; Problem Solving)

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Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify their own cultures' customs and those of others.
Students will recognize and use I-Messages when interacting with others.
Students will use the STAR problem solving steps when they are faced with problems and conflicts.

Brief Summary of Unit:
Students will learn positive ways to interact with others and solve problems through the use of I-Messages and the STAR problem solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of how to make and keep friends would be helpful
Some knowledge of their family's cultures and traditions would be helpful

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Unit 1 Title: Respecting Individual and Group Differences

Lesson Title: Celebrate Your Culture **Lesson** 1 of 4

Grade Level: 3

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with others in ways that respect individual and group differences

Grade Level Expectation (GLE):
PS.2.B.03: Recognize and respect the differences between personal culture and other cultures.

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)

Drawing paper or poster board
Drawing materials for optional activity

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom
	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	
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		Goal Setting		

Lesson Measurable Learning Objectives:

The student will draw one picture of a special event in his or her family and one picture of a special event in another culture.

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 identify their own culture's customs and those of others.

Lesson Preparation

Essential Questions: What happens when people respect differences in others?

Engagement (Hook): Counselor mentions a recent celebration in his/her family and their special customs for the event. Present photos and/or other artifacts of the event.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor begins by telling the class about a recent celebration event in his/her family (wedding, anniversary, birthday, holiday, etc.) and shares a special family custom for the event, such as the birthday person eating from a special plate, or a special food that is served for the occasion.	1. Students listen.
2. The counselor asks students to share some special occasions/events observed by their families/neighborhoods, and special activities/traditions connected with the event (wedding customs, etc.).	2. Students volunteer to tell about special occasions/events and customs.
3. The counselor leads a discussion including the various customs, and relates them as part of the students' family culture.	3. Students participate in discussion.
4. Counselor expands the discussion to include community, state, and/or national events and customs (fireworks on Independence Day, turkey for	4. Students continue to participate in discussion.

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Thanksgiving, etc.). 5. Optional activity: Have students draw a picture of a special event in their family culture and one from the culture of the community or country, then share with the class or display in hallway or on a bulletin board.	5. (Optional) Students will draw and display a picture of a special event in their culture and their country or community.

Teacher Follow-Up Activities

Teacher will display student drawings or posters, and throughout the year will relate various celebrations and events to culture.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with *I-Messages*, Part 1 **Lesson** 2 of 4

Grade Level: 3

Length of Lesson: 10-15 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.03: Identify the interpersonal skills necessary to build quality relationships.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development

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

Materials (include activity sheets and/ or supporting resources)

2 Puppets
Script for a negative scenario
Script for a positive scenario using I-Messages

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

	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem
	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	X	Problem Solving
	Courage		Compassion		Tolerance

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X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will determine one positive or one negative response for at least three friendship interactions.

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 discussion and give a positive or negative visual response to each scenario.

Lesson Preparation

Essential Questions: What does a quality (positive) relationship look like?

Engagement (Hook): Puppet dialogue illustrating negative communication between friends (see scripts, page 4)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor begins with puppet dialogue hook depicting an argument typical of the age/grade (see script of negative scenario).	1. Students watch negative puppet scenario.
2. Counselor asks students to describe what happened in the scenario.	2. Students talk about the dialogue they watched.
3. Counselor asks what will probably happen next, and whether the friendship can be saved.	3. Students offer ideas and discuss whether this friendship can be saved.
4. Counselor asks what could have been done differently to prevent losing a friend.	4. Students offer at least 3 ideas (have all other students give thumbs up or thumb down for positive and negative actions).
5. Counselor presents a new puppet dialogue between the same friends demonstrating the use of *I-Messages.*	5. Students watch scenario.
6. Counselor asks students to describe why the second scenario had a more positive outcome.	6. Students discuss.
7. Counselor points out the use of *I-Messages* in the second dialogue and tells the students	7. Students listen.

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about *I-Messages.* 8. Counselor ends the lesson by telling students that next time they will learn more about *I-Messages.*	8. Students listen.

Teacher Follow-Up Activities

Teacher models and encourages the use of *I-Messages* during the next week.

Counselor reflection notes (completed after the lesson)

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Scripts: Negative and Positive Scenarios

Scenario 1 – Negative interaction

This scenario is a puppet dialogue of an argument between two friends, Amy and Mary.

Amy: You invited Shelly to your house. That's not fair. I invited you over last week.

Mary: So what? I can do what I want!

Amy: You're supposed to be my friend, so why didn't you invite me?

Mary: I wanted to play with somebody different.

Amy: I hate you!

Scenario 2 – Positive interaction using *I-Messages*

This scenario is similar to the first one, but is more positive and demonstrates the use of *I-Messages*

Amy: I felt angry when you invited Shelly to your house because you didn't invite me.

Mary: I didn't mean to make you feel angry. I found out Shelly collects butterflies and I wanted to show her my mom's butterfly collection.

Amy: We've been friends a long time. I felt left out when you didn't invite me, too.

Mary: I still think of you as my best friend, but I want to make new friends, too.

Amy: OK. It makes me feel better to know we're still friends.

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Unit 1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with *I-Messages*, Part 2 **Lesson** 3 of 4

Grade Level: 3

Length of Lesson: 20-30 minutes

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

Grade Level Expectation (GLE):
PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships.

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

Materials (include activity sheets and/ or supporting resources)

"I Messages" information sheet

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

	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem
	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	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

The student will demonstrate the use of *I-Messages* for at least three social situations.

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 are able to use *I-Messages* and tell how they can be applied to everyday situations.

Lesson Preparation

Essential Questions: What happens when someone doesn't talk about their feelings?

Engagement (Hook): Remind students of previous lesson involving puppets. Tell students that in this lesson they will learn more about how they can use *I-Messages* to convey their feelings to others.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor reminds students of previous lesson and briefly reviews what they did.	1. Students listen and add ideas.
2. Counselor talks about *I-Messages* and tells students how they can let others know their feelings.	2. Students listen.
3. Counselor distributes copies of *I-Message* handouts to students. Students take turns helping to read the handout.	3. Students volunteer to read portions aloud
4. Counselor and students brainstorm situations where *I-Messages* could be useful in communicating with others. A list is developed on white board/ chalkboard/ or chart paper.	4. Students participate in brainstorming activity.
5. Counselor directs students to pair up and practice using *I-Messages* with some of the situations from the list they developed.	5. Students pair up and each pair selects a situation from the list to use for practice in using *I-Messages.*
6. Counselor asks students to share what happened during their practice and how this can be applied to everyday life.	6. Students participate in discussion.

Teacher Follow-Up Activities

Teacher models and encourages the use of *I-Messages.*

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Counselor reflection notes (completed after the lesson)

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I-Messages

When communicating with others, it is important to be honest in what you say. It is also important to say things in a way that get your message across without sounding mean, hurtful, or accusing. I-Messages are one good way to do this.

I-Messages show that you:

- Own your feelings
- Own your opinions
- Are honest in your expressions

When using I-Messages you speak from your own point of view. Using "I" instead of "we," "you," or "they" takes ownership of the feelings and opinions you are trying to express to others. For example, saying, *"You spoiled everything when you told the class I won the trophy last weekend,"* sounds like someone is accusing or blaming. Using I-Messages instead would sound more like this: *"When you told everyone my exciting news, I felt cheated because I wanted to tell them myself."*

I-Messages can be used anywhere: at school and at home, with friends and with family.

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Unit #1 Title: Respecting Individual and Group Differences

Lesson Title: Be a Problem Solving Star **Lesson** 4 of 4

Grade Level: 3 **Length of Lesson:** 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with others in ways that respect individual and group differences

Grade Level Expectation (GLE):
PS.2.C.03: Apply the steps of solving problems and conflicts with others

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)

Copy of *STAR Problem Solving Steps* for each student

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
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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		Compassion	X	Tolerance
	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

The student will work in a small group to demonstrate the use of the *STAR Problem Solving Steps* to solve at least one common problem in the classroom.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will demonstrate the use of the *STAR Problem Solving Steps* to solve common problems in the classroom.

Lesson Preparation

Essential Questions: What happens when someone doesn't take responsibility for their own behavior?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem solving using the *STAR Problem Solving Steps.*

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is, and then asks, "What do you do with a math problem?"	1. Students respond that it is a math problem, and you answer it or solve it.
2. Counselor selects a student to come up and solve the math problem.	2. A student volunteer solves the math problem.
3. Counselor introduces the *STAR Problem Solving Steps* for problem solving, giving each student a copy of the information sheet. Counselor talks about each of the items and elaborates. • **S = Stop**. When you have a problem, you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • **T = Think**. Take time to think about possibilities, and what could happen with each one. • **A = ACT**. Take the action you think is best for the situation. • **R = Review**. Think about the choice you made, look it over and if you don't	3. Students look at the *STAR Problem Solving Steps* information sheet as the counselor explains the problem solving steps.

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like the way it turned out, go back and think again.	
4. Counselor demonstrates how to use the *STAR Problem Solving Steps* to solve the math problem on the board, and then tells students that these same steps can be used to solve other types of problems we face every day.	4. Students listen and ask questions for clarity.
5. Counselor names a common conflict such as someone cutting in line, and leads them through using the *STAR* process to solve the problem.	5. Students participate in deciding what to do for each of the *STAR* steps.
6. Counselor asks students to name other common conflicts, and then has students divide into pairs or small groups to practice using *STAR* to solve the problems they have named.	6. Students, as a pair or in small groups, practice using *STAR* to solve problems.

Teacher Follow-Up Activities

Teacher posts *STAR Problem Solving Steps* in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

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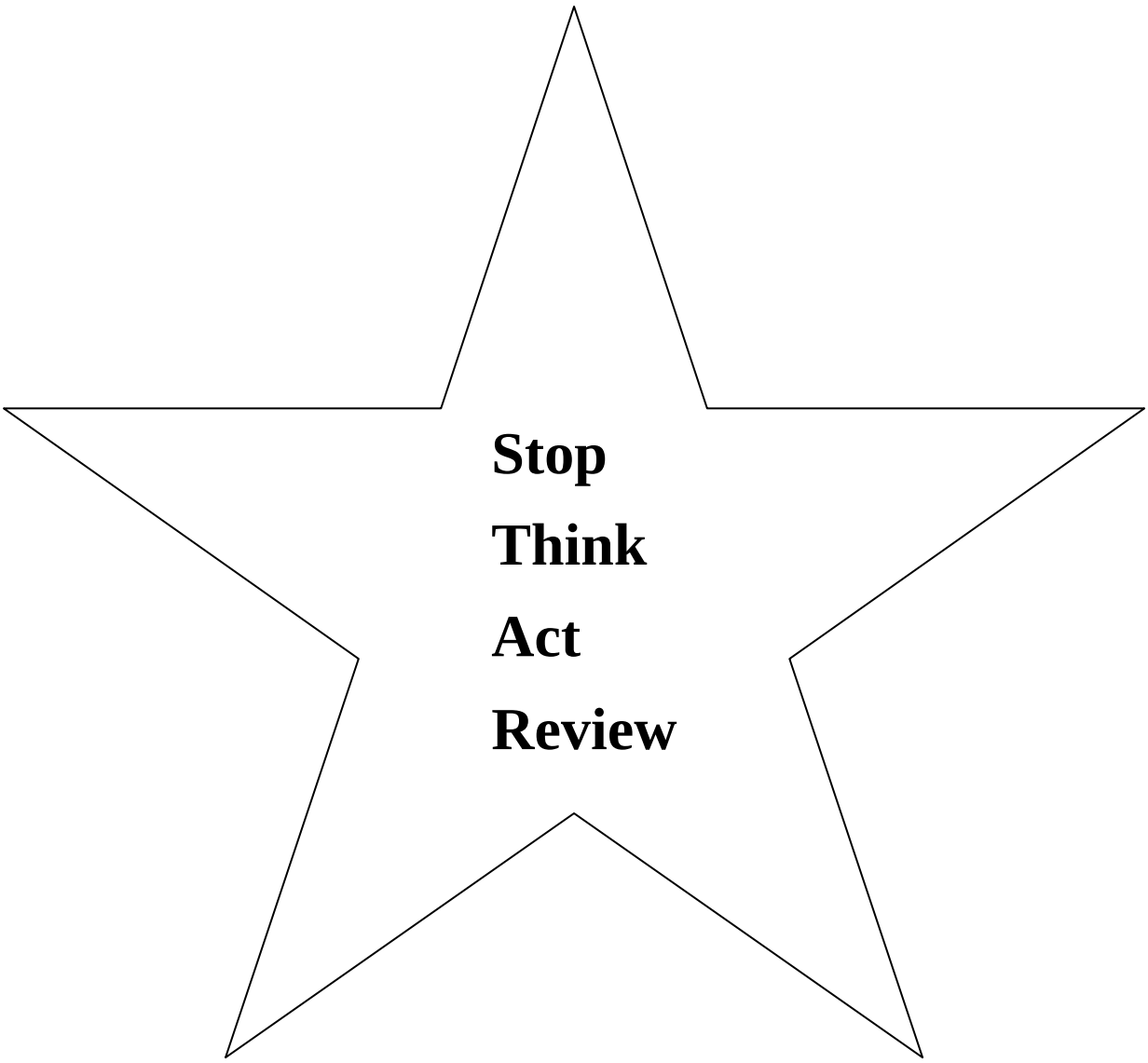
Be a Problem Solving STAR



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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: Respecting Individual and Group Differences Students will learn positive ways to interact with others and solve problems through the use of I-Messages and the STAR problem-solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 20 - 30 minutes each
ESSENTIAL QUESTIONS: Is it important to fit in to a group? Why or why not?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will draw one picture of a special event in his or her family and one picture of a special event in another culture.		PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships. PS.2.B.03: Recognize and respect the differences between personal culture and other cultures. PS.2.C.03: Apply the steps of solving problems and conflicts with others.		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 2 Level 3

2. The student will determine one positive and one negative response for at least three friendship interactions.		PS.2.A.03 PS.2.B.03 PS.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A	Level 2 Level 2 Level 3
3. The student will demonstrate the use of I-Messages for at least three social situations.		PS.2.A.03 PS.2.B.03 PS.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A	Level 2 Level 2 Level 3
4. The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.		PS.2.A.03 PS.2.B.03 PS.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	P/SD A	Level 2 Level 2 Level 3

ASSESSMENT DESCRIPTIONS*:
Students will identify their own cultures' customs and those of others.
Students will recognize and use I-Messages when interacting with others.
Students will use the STAR problem solving steps when they are faced with problems and conflicts.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
	See Lessons:
1	Lesson 1 Celebrate Your Culture
2	Lesson 2 Communicating with I-Messages, Part 1
3	Lesson 3 Communicating with I-Messages, Part 2
4	Lesson 4 Be a Problem Solving Star

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 Celebrate Your Culture Lesson 2 Communicating with I-Messages, Part 1 Lesson 3 Communicating with I-Messages, Part 2 Lesson 4 Be a Problem Solving Star				
	Direct: tructured Overview Lecture Ls. 3 Explicit Teaching Ls. 2, 4 Drill & Practice Ls. 2 Compare & Contrast Ls. 3 idactic Questions Demonstrations Ls. 4 Guided & Shared - reading, listening, viewing, thinking Ls. 1, 3	**Indirect:** ___X___ Problem Solving Ls. 4 _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls. 2 _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___X___ Games Ls. 4 _____ Storytelling ___X___ Focused Imaging Ls. 3 _____ Field Observations ___X___ Role-playing Ls. 2 _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates ___X___ Role Playing Ls. 1, 2 _____ Panels ___X___ Brainstorming Ls. 2, 4 ___X___ Peer Partner Learning Ls. 2, 4 ___X___ Discussion Ls. 1, 3 _____ Laboratory Groups _____ Think, Pair, Share ___X___ Cooperative Learning Ls. 4 _____ Jigsaw ___X___ Problem Solving Ls. 4 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: What Does it Take to Get Along With Others? **Grade Level:** 4

Number of Lessons in Unit: 6

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What Does Respect Look Like in School?
Materials/Special Preparations Required:
Respect: Is It Worth It For Me? worksheet
Pencils (one per student)

Lesson 2: What Does Respect Look Like at Home?
Materials/Special Preparations required:
Respect Within the Family – Report Card worksheet
Pencils (one per student)

Lesson 3: Respect for All Kinds of People Inside and Outside the School
Materials/Special Preparations Required:
The Untangle Game
Diversity Puzzle handout
Light Colored Crayons (optional)
Embracing Diversity: The CARE Poster:
Collaboration, Acceptance, Respect, and Empathy

Lesson 4: Similar and Different
Materials/Special Preparations required:
SMART Board or chart paper for Venn Diagram
Embracing Diversity: The CARE Poster:
Collaboration, Acceptance, Respect, and Empathy
SMART Board or chart paper for Abraham Maslow's Hierarchy of Needs for Kids
Venn diagram handout for students to work in pairs comparing each other (optional).

Lesson 5: Talk it Over and Work It Out: Compromise!
Materials/Special Preparations Required
STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)
Typical Scenarios of Childhood Conflict in School

Lesson 6: Tic Tac Toe, Get Off My Toes
Materials/Special Preparations required:
STAR Steps to Solving Conflict Poster
A Tic Tac Toe floor game: On an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the Tic Tac Toe game squares – 1 ½' by 1 ½'. On the side, out of construction paper, make nine X's and nine O's signs for

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places to hold as needed (laminate them for future use).
Case scenarios for "Tic Tac Toe, Get Off My Toes"

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.04: Demonstrate respect for others' personal opinions and ideas. (DOK Level - 2)
PS.2.B.04: Recognize and respect diverse groups within the school and community. (DOK Level - 2)
PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations. (DOK Level - 3)

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 others.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
X	Mathematics	1. Addition, subtraction, multiplication, and division;

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		other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is it important to respect differences?

Unit Measurable Learning Objectives:

The student will self-assess 16 areas of respect at school by completing a self-report survey and write a plan for improvement.
The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey and write a plan for improvement.
The student will list 23 ways in which people are different on the diversity puzzle.
The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.
The student will use the STAR method to role play at least two conflict resolution scenarios in school.
The student will find win-win compromise solutions to two problem scenarios in school.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared)
_X_ Indirect (Problem-Solving)
_X_ Experiential (Games; Surveys)
____ Independent Study
_X_ Interactive Instruction (Role-Playing; 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.
The student will use the STAR steps in problem solving to resolve conflict scenarios.

Brief Summary of Unit: The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.

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

- Identify most verbal and nonverbal emotions

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- Identify the behavioral consequences of those emotions
- Know a variety of social skills and manners
- Understand and apply basic steps to problem solving.

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: What Does Respect Look Like in School? **Lesson** 1 of 6

Grade Level: 4

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 Expectations (GLE):
PS.2.A.04: Demonstrate respect for others' personal opinions and ideas

American School Counselor Association (ASCA) National Standard:
Personal / Social Development

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

Materials (include activity sheets and/ or supporting resources)

Respect: Is It Worth It For Me? worksheet
Pencils (one per student)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

	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	1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will self-assess on 16 areas of respect at school by completing a self-report survey.

Lesson Formative Assessment (acceptable evidence):

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

The student will complete the *Respect: Is It Worth It For Me?* self-assessment worksheet

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a human need?
- How important is it to respect others the way we need to be respected ourselves?
- What does a quality relationship look~~s~~ like & how is it maintained?

Engagement (Hook):

Have students think of the most respectful person they can.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to conceptualize the meaning of the word respect. "What does the person you thought of do that demonstrates respect?"	1. Students listen attentively and answer the counselors' questions, as appropriate.
2. Ask students to describe what respect looks like? • With your eyes • With your words • With your heart • With your actions.	2. Students respond.
3. Distribute *Respect: Is It Worth It For Me?* Worksheet and pencils (one per student). Instruct students to give only one answer per line and to be honest.	3. Students place a folder in front of their survey for privacy and fill out the survey.
4. Instruct students to choose three items and write a plan for how they are going to improve in those areas.	4. Students write plans for how to improve in those areas.

Teacher Follow-Up Activities

In subjects such as social studies and communication arts, teachers pinpoint to situations involving respect or disrespect, and promote group discussions including correctives if necessary.
Teachers praise bibliographical and historical characters that are respectable and respectful.
Teachers have a Good Manners table or corner in the classroom, designated to discuss and sort out situations involving disrespect.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____ Grade: _____

Respect is the ability to recognize, appreciate, and celebrate your value and uniqueness and the value, uniqueness, and autonomy of others.

RESPECT: IS IT WORTH IT FOR ME?

Give only one answer per line. Be Honest!

RESPECT IN SCHOOL:	**Regularly**	**Sometimes**	**Never**
1. I follow the rules whether I like them or not.			
2. I follow teacher's directions because they are helpful.			
3. I respect authority. Authority figures have a hard job to do.			
4. I am punctual. I respect the time of others.			
5. I respect good hygiene: I bathe and brush my hair and teeth, and I wear clean clothes every day.			
6. I respect the truth and I tell the truth even if it gets me in trouble.			
7. I respect people's personal space.			
8. I know I can earn respect for myself by being polite, helpful, and considerate of others.			
9. I show respect for people's differences.			
10. I treat people how I want to be treated.			
11. I show consideration and compassion for people who are disabled or different from me.			
12. I help people who are mistreated.			
13. I remember that the best way to show respect is by observing good manners and by the way I act.			
14. I know that respect can be shown with my eyes. I avoid rolling my eyes or giving dirty looks to others.			
15. I can show respect with my heart, by appreciating and celebrating other people and creatures.			
16. I know one more way to show respect to myself and to others with the words I say.			

Choose three items above and write a plan for how you are going to improve these skills.

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: What Does Respect Look Like at Home? **Lesson** 2 of 6

Grade Level: 4

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.04: Demonstrate respect for others' personal opinions and ideas

American School Counselor Association (ASCA) National Standard:
Personal / Social Development

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

Materials (include activity sheets and/ or supporting resources)

Respect Within the Family – Report Card worksheet
Pencils (one per student)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

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	1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will give at least two examples of respect and two examples of disrespect within the context family.
The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey.

Lesson Formative Assessment (acceptable evidence):

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

The student will complete the *Respect Within the Family* self-assessment activity.

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a need within the family?
- How important is it to respect family members the way we need to be respected ourselves?
- What is the meaning and use of respect within the family?
- How could respect be maintained within the family?

Engagement (Hook):

Show a selected portion of a movie, such as “Cheaper by the Dozen”, from your school media website (such as United Streaming or YouTube) that illustrates positive family values.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to review the meaning of the word respect.	1. Students listen attentively and follow the counselor's directions, as appropriate.
2. Show an appropriate portion of a movie that illustrates positive family values.	2. Students watch the movie clip.
3. Ask students to describe what respect looks like within the family? • With the eyes • With words • With the heart • With actions.	3. Students respond.
4. Distribute the "Family Respect Report Card" and pencils (one of each per student). Instruct students to give only one answer per line and answer honestly.	4. Students place a folder in front of their report for privacy. Students fill out the report – 1 answer per item.
5. Instruct students to choose three items and write a plan for how they are going to improve.	5. Students write plans for how to improve.
6. Lead students in discussing why respect is important within the family	6. Students participate in group discussions about the concept and importance of respect within the family.

Teacher Follow-Up Activities

Listen to students' stories about family situations that may upset students. Promptly refer them to the school counselor if necessary.
When classroom readings show situations where respect is compromised, promote a group discussion and brainstorm possible correctives.

Counselor reflection notes (completed after the lesson)

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Name:_____Date:_____Grade: _____

"Giving and receiving respect is the greatest gift within our family." Confucius

RESPECT WITHIN THE FAMILY – REPORT CARD

Give only one answer per line. Mark with an "X." Be Honest!

RESPECT WITHIN THE FAMILY:	**Regularly**	**Sometimes**	**Never**
1) At home, we have family rules that everyone respects.			
2) I respect my parent's authority whether it comes from mom or dad.			
3) I listen to my parents' advice and directions. My family and I can get in trouble if I do not listen.			
4) I talk respectfully to my parents.			
5) The grown ups and the teenagers at my home respect the law and the authority figures.			
6) I leave my siblings alone when they need private time.			
7) I always ask for permission before using my relatives' toys or belongings.			
8) My family respects my body by helping me stay healthy.			
9) I respect my bedtime, because it's good for me to have a good night sleep.			
10) I am quiet when my relatives are sleeping or are sick, or even when they are studying for a test.			
11) I treat my relatives as if they were as important as I am. My relatives treat me the same way.			
12) I speak politely to all the people who live in my house, and I do not like to shout or hear cuss words.			
13) When I make a mistake, I show respect by accepting fault, instead of blaming someone else.			
14) I respect my relatives' feelings and they respect my feelings as well. We show compassion to each other.			
15) I help with cleaning chores and I also pick up my room.			
16) Home is where I relax and have peace. My family avoids shouting arguments or fights for small stuff.			
TOTAL: Add each column			

Choose three items above and write a plan for how you are going to improve these skills.

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Respect for All Kinds of People Inside and Outside the School **Lesson** 3 of 6

Grade Level: 4

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.B.04: Recognize and respect diverse groups within the school and community.

American School Counselor Association (ASCA) National Standard:
Personal / Social Development.

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

Materials (include activity sheets and/ or supporting resources)

The Untangle Game Directions
Diversity Puzzle handout
Light colored crayons (optional).
A large CARE chart or a mini-poster as follows:

EMBRACING DIVERSITY
Collaboration
Acceptance
Respect, and
Empathy.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general

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	premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list 23 ways in which people are different on the diversity 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.
Students will list and describe ways that people are different.

Lesson Preparation

Essential Questions:
Why is it important to embrace human diversity?

Engagement (Hook):
THE UNTANGLE GAME (Directions attached at the end).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Form groups of 8 to 10 students. Play *The Untangle Game*. After the first group has successfully finished, dissolve the groups.	1. Students play *The Untangle Game*.

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2. Ask debriefing questions.	2. Students respond.
3. Introduce today's lesson and review/teach vocabulary: Collaboration, empathy, trust, similarities, differences, stereotype, and antagonistic.	3. Students participate by listening attentively and reflecting and answering questions at the counselor's prompt.
4. Distribute the *Diversity Puzzle* handout. Have students answer the questions in small groups.	4. In small groups, students answer and solve the diversity puzzle. Each student completes a puzzle.
5. A group discussion about diversity and respect follows.	5. Students listen attentively and participate.
6. Introduce/teach the acronym CARE as a way of dealing with diversity. Discuss as a group.	6. Students listen attentively and participate in the group discussion.
7. If time allows, have students color, decorate, and then cut their puzzle pieces. Provide a plastic bag to keep the pieces.	7. Students color and cut their puzzle pieces. Later, a mixer game may be conducted in which students circulate and place one of their puzzle pieces on other student's puzzle.

Teacher Follow-Up Activities

- Teacher assigns an essay related to diversity (could be a personal experience or reflections related to the *Diversity Puzzle*)
- The classroom has a Good Manners table for students to discuss and reflect issues pertaining to diversity.
- Teacher can go back and play the diversity puzzle again and again.

Counselor reflection notes (completed after the lesson)

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THE UNTANGLE GAME (KNOTS)

Divide the class into groups of 8 or 10 (must be an even number). Form one group only if space is limited. Standing facing one another in a circle, instruct each student to grab the right hand of a student across from (not next to) him or her. Next, join left hands with a different person. Then, try to untangle without anyone letting go or falling down.

Debriefing:

- What was this game experience like for you?
- How can you relate this to something in your life?
- Are there situations or relationships with other people that is hard to untangle?
- What factors make it difficult to untangle these relationships?
- How can we do a better job of fixing tangled relationships?

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Embracing Diversity

Collaboration

Acceptance

Respect

Empathy

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THE DIVERSITY PUZZLE

People like different ways of having fun. List three different leisure activities in your community:

_____
_____
_____

List three languages that belong to people who may be different from you, but still need food, safety, and friends:

_____
_____
_____

How do you feel towards others who are different from you? Check all the boxes that apply:

- ☐ I would rather hang out with people like me.
- ☐ People who are different scare me
- ☐ I find different people interesting
- ☐ I can learn a lot from other people
- ☐ I respect people who are different from me, and I give them a chance
- ☐ Mom would say: What are you doing with these people?

List three different countries whose people like to be treated with respect:

_____
_____
_____

List three different feelings that both disabled and fully able people may experience at times:

_____
_____
_____

List ways in which children may be different from each other:

_____
_____
_____

People choose different ways of making a living. List five occupations that people around you, who are different from you, may have:

_____
_____
_____
_____
_____

Check the gender below whose members need education to thrive, and money to survive:

- ☐ Male
- ☐ Female

Check the box(es) that indicate people who need good friends:

- ☐ Children
- ☐ Adults
- ☐ Elderly

Name three professionals whose members may help you no matter the color of their skin or your skin:

_____
_____
_____

NAME: _____ DATE: _____ GRADE: _____

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Similar and Different **Lesson**4 of 6

Grade Level: 4

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.B.04: Recognize and respect diverse groups within the school and community

American School Counselor Association (ASCA) National Standard:
Personal / Social Development.

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

Materials (include activity sheets and/ or supporting resources)

SMART Board or chart paper for Venn Diagram
A large CARE chart or a mini-poster as follows:

EMBRACING DIVERSITY

Collaboration
Acceptance
Respect, and
Empathy.

SMART Board or chart paper for Abraham Maslow's Hierarchy of Needs for Kids
Venn-diagram handout for students to work in pairs comparing each other. (optional)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general

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	premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.

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 use a Venn diagram to explain how we are all as similar as we are different.
Students will list and describe some evident similarities and differences existing in their school and community.

Lesson Preparation

Essential Questions:
Why is it important to learn to embrace human diversity?

Engagement (Hook):
Choose one pair of volunteer students to come to the front of the class and model for a Venn diagram.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**

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1. Introduce today's lesson and review/teach vocabulary: empathy, trust, similarities, differences, stereotype, and antagonistic.	1. Students participate by reflecting and answering questions.
2. Randomly select 2 students to stand at the front of the class. Draw a Venn diagram on the board. Direct the students to compare and contrast the pair of students by following these 18 guidelines: **a)** Eyes color, **b)** hair color, **c)** older/younger, **d)** tallest/ shortest, **e)** gender, **f)** favorite food, **g)** favorite music, **h)** favorite game, **i)** favorite movie, **j)** favorite pet, **k)** favorite TV program, **l)** favorite school subject, **m)** likes getting good grades, **n)** loves school, **o)** likes going to birthday parties, **p)** dislikes arguments, **q)** dislikes getting feelings hurt, **r)** likes humor and peace.	2. Students listen attentively and participate in the activity as prompted by counselor. Students offer their input and observations to fill out the Venn diagram. Students discuss the similarities and differences shown in the Venn diagram.
3. Display (chart or SMART Board) Maslow's Hierarchy of Needs emphasizing that these needs are common to all humans everywhere.	3. Students participate in discussion.
4. Teach/review the acronym CARE (which stands for: **C**ollaboration, **A**cceptance, **R**espect, and **E**mpathy) as a way of understanding diversity. Discuss as a group.	4. Students discuss how each of these CARE ways can be applied in their class group.
5. If time allows, another pair of students may be Venn-diagrammed. Alternatively, use the optional Venn-diagram handout to work in cooperative groups.	5. Students work in pairs, comparing each other in the Venn diagram handout, and then share their results with the group. If time allows, the counselor will present to the whole class each group's diagram.

Teacher Follow-Up Activities

- Teacher assigns an essay related to similarities and differences within the classroom.
- The teacher or the counselor may use this Venn diagram approach to facilitate conflict resolution among students in the classroom.
- The classroom has a "Good Manners table for students to discuss and reflect issues pertaining to diversity.

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Counselor reflection notes (completed after the lesson)

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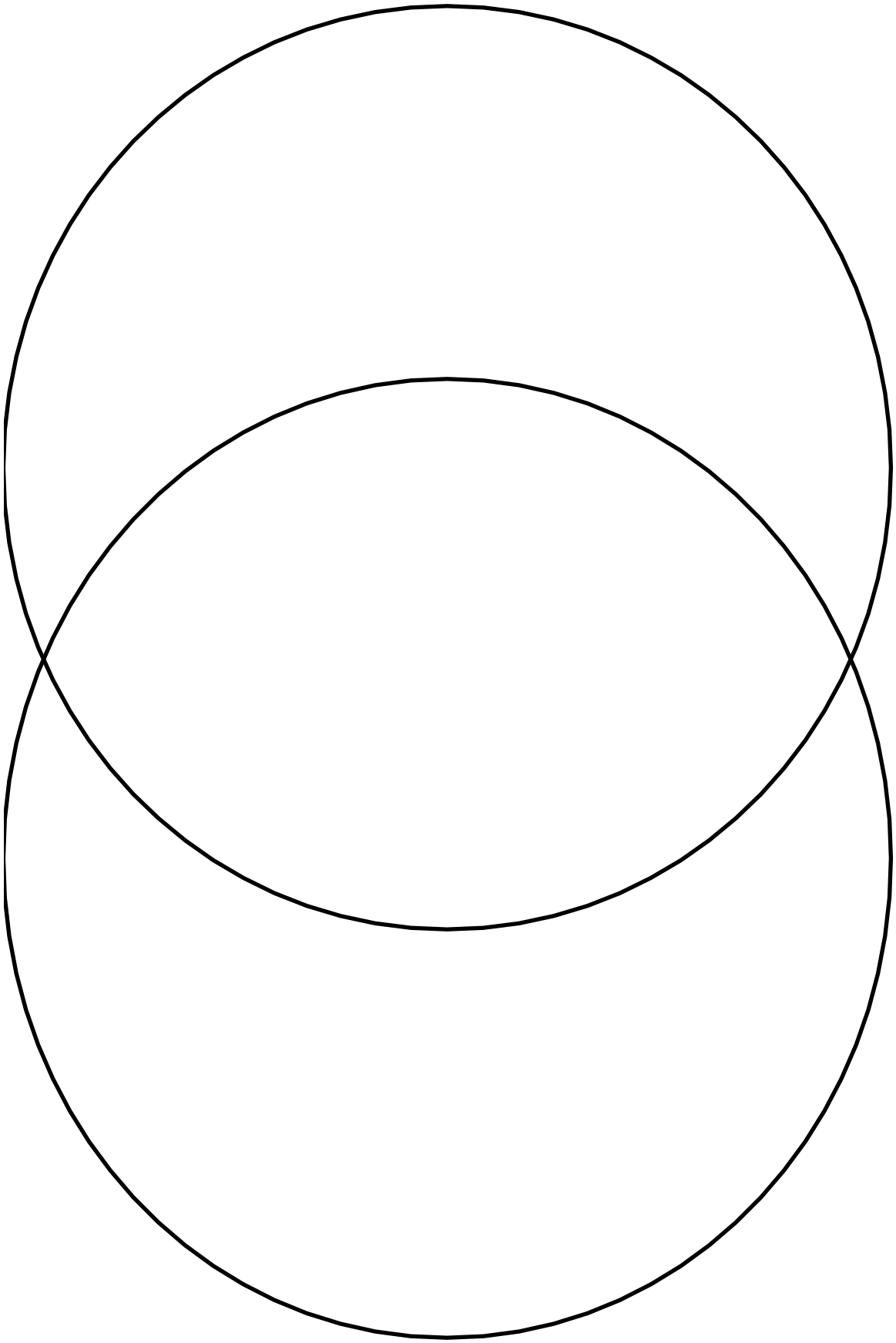
NAME

VENN DIAGRAM

NAME



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Abraham Maslow's Hierarchy of Needs for ALL Kids

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Embracing Diversity

Collaboration

Acceptance

Respect

Empathy

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Talk it Over and Work it Out!: Compromise **Lesson** 5 of 6

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations.

American School Counselor Association (ASCA) National Standard:
Personal / Social Development

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

Materials (include activity sheets and/ or supporting resources)

STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)
Typical Scenarios of Childhood Conflict in School

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of facts and deductively from general premises. 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use the STAR method to role play at least two conflict resolution scenarios in school.

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 describe the importance of recognizing conflict and taking steps to solving it.
Students will role-play conflict situations and provide solutions involving compromise.
Students will forecast the consequences of situations and decisions.

Lesson Preparation

Essential Questions:
Why is it important to learn to deal with conflict and resolve conflict?

Engagement (Hook): Typical examples of childhood conflict (see list attached at the end). Have props, such as toy telephones and puppets, for pairs of students to role-play situations in the list attached. The class should provide solutions that involve compromise.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Introduce the topic, as well as new vocabulary: conflict, conflict-resolution, compromise, equity, win-win solution.	1. Students listen and participate.
2. Teach the meaning of Agreeing to meet half way and Agreeing to disagree." Explain the steps to solving conflict.	2. Students participate by listening attentively and asking and answering questions.

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3. Ask students to give examples of situations where conflict may occur.	3. Students give examples.
4. Teach students the STAR steps to solving conflict: • Stop (*Use self-control*) • Think (*Think about what's happening - Listen for feelings, brainstorm solutions*) • Act (*Talk it over & work it out– Choose/apply a win-win solution*) • Review (*Find out if the problem was solved – Do you need help?*).	4. Students listen.
5. Have pairs of students role-play these situations or the situations in the list of childhood conflict in school - *Typical Scenarios of Childhood Conflict in School.*	5. Students take turns role-playing each type of typical childhood conflict. Students demonstrate how to compromise by using the steps to solving conflict.
6. Ask students to give/receive feedback pertaining to the chosen solution.	6. The larger group helps brainstorm solutions and collaborates in judging if the compromise found in each case is a win-win solution.

Teacher Follow-Up Activities

The teachers should place the steps to solve conflict in a prominent place in the classroom.
Teacher addresses conflict that may be present in regular academic projects.
Teachers have a Good Manners table in the classroom, designated to discuss, reflect, and sort out situations involving conflict.

Counselor reflection notes (completed after the lesson)

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STAR Steps to Solving Conflict

Stop

(Use self-control)

Think

(Think about what's happening – Listen for feelings, brainstorm solutions)

Act

(Talk it over & work it out – Choose & apply a win-win solution)

Reflect

(Find out if the problem was solved – Do you need help?)

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TYPICAL SCENARIOS OF CHILDHOOD CONFLICT IN SCHOOL

(Have props, such as toy telephones and puppets, for pairs of students to role-play situations in this list. In small groups, students should provide solutions that involve compromise).

1. *To tell or not to tell:* You don't want your friends to think you are a snitch.
2. *Gossip*: Such and such said that you are all that.
3. *Jealousy*: Becoming upset with your friend when he or she plays with someone else.
4. *Ostracizing*: Leaving someone isolated, out of games, sleepovers, or parties.
5. *Bossiness:* Wanting to play only what you like, not giving others the chance of being the leader.
6. *Not fair - Not sharing:* Showing something off, or sharing only with a few selected people.
7. *Cheating:* Trying to win at any expense including dishonesty and unfairness.
8. *The Queen / King:* Trying to be better than someone else.
9. *Playing dumb.* Not doing your best in school because of being embarrassed to show your intelligence, or trying to act dumb and funny.
10. *Tough act:* Using cuss words to make believe you are tough, or sabotaging your teacher's lesson to appear cool.

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Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Tic Tac Toe, Get Off My Toes **Lesson** 6 **of** 6

Grade Level: 4

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations.

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

Materials (include activity sheets and/ or supporting resources)

STAR Steps to Solving Conflict Poster
A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the Tic Tac Toe game squares – 1½‘ by 1½‘. On the side, out of construction paper, make nine **X**’s and nine **O**’s signs for players to hold as needed (laminate them for future use).
Case scenarios for “Tic Tac Toe, Get Off My Toes”

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 5. Reason inductively from a set of facts and deductively from general premises. 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will find win-win compromise solutions to two of the case scenarios in school.

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 describe the importance of recognizing and forecasting conflict and taking steps to solving it.
Students will analyze conflict situations, follow the steps for solving conflict, and provide solutions involving compromise.
Students will determine if their decision was a win-win solution to their problem.

Lesson Preparation

Essential Questions:
Why is it important to learn to resolve conflict?

Engagement (Hook): "Tic Tac Toe, Get Off My Toes" game.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the topic of conflict resolution, and the concepts of compromise, and win-win solutions. 2. Review the STAR poster to solving conflict in each scenario: • Stop (*Use self-control*)	1. Students participate. 2. Students' participate by listening attentively and asking and answering questions.

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• Think (*Think about what's happening - Listen for feelings, brainstorm solutions*) • Act (*Talk it over & work it out– Choose/apply a win-win solution*) • Review (*Find out if the problem was solved – Do you need help?*).	
3. Engage students by introducing the Tic Tac Toe, Get Off My Toes game. Proceed to play the game as indicated in the directions below.	3. Students play the Tic Tac Toe, Get Off My Toes game under the counselor supervision
4. Ask students to give/receive feedback pertaining to the chosen solution. Discuss as a group.	4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.

Teacher Follow-Up Activities

- The teachers should place the steps to solve conflict in a prominent place in the classroom.
- Teacher addresses conflict that may be present in regular academic projects.
- Teachers have a Good Manners table in the classroom, designated to Discuss, reflect, and sort out situations involving conflict, using STAR.

Counselor reflection notes (completed after the lesson)

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"TIC TAC TOE, GET OFF MY TOES" GAME

Materials:

- A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the tic tac toe game squares – approx. 1½' by 1½'.
- Out of construction paper, make nine **X**'s and nine **O**'s signs players to hold as needed – use different a different color for each (laminate for future use).
- Scenarios on peer pressure and conflict (attached below).

Directions:

1) Divide the large group in X's and O's.
2) Flip a coin to determine which group goes first, the X's or the O's.
3) Present a conflict scenario for the chosen group of students to solve using the "STAR Steps to Solving Conflict" Poster
   - Stop (*Use self-control*)
   - Think (*Think about what's happening - Listen for feelings, brainstorm solutions*)
   - Act (*Talk it over & work it out – Choose & apply a win-win solution*)
   - Review (*Find out if the problem was solved – Do you need help?*).
4) Students can discuss solutions using their whisper voice. The group chooses who is going to present the win-win compromise.
5) The counselor, assisted by the other group, determines if the compromise was a win-win solution. If the solution was right, a group member is chosen to pick up the corresponding sign and stand on the Tic Tac Toe game board. But, if the solution was wrong, the turn to study the same situation goes to the next team.
   – In this case, this next team will be first in line to solve the subsequently scenario.
6) Steps 3, 4, and 5 are repeated for the other group.
   – Each player picks the X's or O's sign of their group, chooses a place to stand, and won't be able to trade or change places until the game is finished. Ties are allowed.
7) The winning group may call "TIC TAC TOE, GET OFF MY TOES."

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CASE SCENARIOS FOR THE "TIC TAC TOE, GET OFF MY TOES" GAME

(Students are welcome to provide their own scenarios and examples)

1) While going to P.E. class, your best friend walking behind you pokes you and knocks your head and then tells you to pass it on. You get really mad at your friend. How could you compromise in this case?	2) A student in your classroom appears to seldom bathe or wash his or her clothes. You feel sorry for this student but you do not want to associate with him or her. This person wants to be your friend and follows you at recess time. Any compromise?
3) You and your friend find a $20.00 dollar bill in the school restroom. Your close friend wants to keep the money to buy candy and cards after school. What could've happened? What are your choices? Could this be compromised?	4) You see some cool and popular students writing on the bathroom walls. They are writing stuff about other students. You laugh and feel tempted to do the same. Instead, you decide to tell them to stop or you are going to tell on them. Now they are not talking to you. What could be done?
5) Your best friend since kindergarten is dumping you and playing with other kids. You get mad and ask him or her "What's wrong?" He or she says: "Nothing." Your birthday party is coming up and you want to invite this friend but you are mad at him or her. What could be done to compromise?	6) You and your partner are working on a computer research project in the classroom. Your partner wants to hog the computer and doesn't want to give you a chance to work on it. What would be a good compromise that doesn't involve tattle telling?
7) You are riding your bike with your two friends. They are willing to race in the highway but you feel really scared. What can be done to compromise without losing their friendship?	8) You try to be nice to an unpopular student when you are alone, but not when you are with your friends. However, they see you and they start teasing you for associating with the wimp. What can be done to compromise this situation?
9) In the school cafeteria, at lunchtime, your friend starts flicking peas to other students. Everybody starts laughing. When the lunch supervisor comes, your friend points at you and gets you in trouble. You lose recess but your friend doesn't. How could a compromise solve the problem?	10) A new student gives a funny answer in the classroom and you start to giggle loudly. The rest of the class laughs after you. The new student thinks you were laughing at him and is mad at you. He is throwing a pool party and not inviting you. Is any compromise possible here?

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STAR Steps to Solving Conflict

Stop

(Use self-control)

Think

(Think about what's happening – Listen for feelings, brainstorm solutions)

Act

(Talk it over & work it out – Choose & apply a win-win solution)

Reflect

(Find out if the problem was solved – Do you need help?)

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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: What Does it Take to Get Along With Others? The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.	**SUGGESTED UNIT TIMELINE:** 6 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why is it important to respect differences?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will self-assess 16 areas of respect at school by completing a self-report survey and write a plan for improvement.		PS.2.A.04: Demonstrate respect for others' personal opinions and ideas. PS.2.B.04: Recognize and respect diverse groups within the school and community. PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations.		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2 Level 2 Level 3
2. The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey and write a plan for improvement.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3	P/SD A	Level 2 Level 2 Level 3

				L.4.5 L.4.6		
3. The student will list 23 ways in which people are different on the diversity puzzle.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
4. The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
5. The student will use the STAR method to role play at least two conflict resolution scenarios in school.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3
6. The student will find win-win compromise solutions to two problem scenarios in school.		PS.2.A.04 PS.2.B.04 PS.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	P/SD A	Level 2 Level 2 Level 3

ASSESSMENT DESCRIPTIONS*:
The student will use the STAR steps in problem solving to resolve conflict scenarios.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X___ Direct __X___ Indirect __X___ Experiential _____ Independent study __X___ Interactive Instruction
1 2 3 4 5	See Lessons: Lesson 1 What Does Respect Look Like in School? Lesson 2 What Does Respect Look Like at Home? Lesson 3 Respect for All Kinds of People Inside and Outside the School Lesson 4 Similar and Different Lesson 5 Talk it Over and Work It Out: Compromise!

6	Lesson 6 Tic Tac Toe, Get Off My Toes				
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**				
1 2 3 4 5 6	See Lessons: Lesson 1 What Does Respect Look Like in School? Lesson 2 What Does Respect Look Like at Home? Lesson 3 Respect for All Kinds of People Inside and Outside the School Lesson 4 Similar and Different Lesson 5 Talk it Over and Work It Out: Compromise! Lesson 6 Tic Tac Toe, Get Off My Toes				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___X___ Compare & Contrast Ls 4 _____ Didactic Questions _____ Demonstrations ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 6	**Indirect:** ___X___ Problem Solving Ls 5 _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___X___ Games Ls 3,6 _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___X___ Surveys Ls 1,2	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates __X_____ Role Playing Ls 5 _____ Panels ___X___ Brainstorming Ls 3, 5 _____ Peer Partner Learning ___X___ Discussion Ls 1, 2, 3, 4 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls Ls 5, 6 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Respecting Differences in Others **Grade Level:** 5

Number of Lessons in Unit: 3

Time Required for each lesson: 30 - 45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Acting Out Respect

Materials/Special Preparations Required: Cooperation from another teacher.

Copies of Role Play Scenario

STAR Problem Solving Poster

Lesson 2: Respecting Differences

Materials/Special Preparations Required:

Copies of the *Respect Mixer* worksheet for each student.

Writing utensils

Optional (Candy for the first five to turn in the worksheet complete with 12 different signatures.)

Lesson 3: The Problem Solving Game

Materials/Special Preparations Required:

Pencils, pens, markers, and 12" x 18" construction paper.

Pre-cut copies of the game cards for each group in an envelope.

STAR Problem Solving Poster

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.05: Exhibit mutual respect and compromise in relationships. (DOK Level - 4)

PS.2.B.05: Demonstrate respect for individuals within diverse groups. (DOK Level - 3)

PS.2.C.05: Review and implement strategies to resolve problems and conflicts successfully. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal and Social Development

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

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.

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	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

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

Unit Essential Questions:

Why is it important to respect differences in others?

Unit Measurable Learning Objectives:

The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.
The student will discover at least four ways he/she is similar or different from their classmates.
The student will apply the STAR problem solving model to at least three scenarios.

Unit Instructional Strategies/Instructional Activities:

___ Direct
_X_ Indirect (Problem Solving; Reflective Discussion)
_X_ Experiential (Games; Role Playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Discussion; Cooperative Learning; Problem Solving; Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will work in small groups to apply relationship and problem solving strategies.

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Brief Summary of Unit: Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences.

The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to understand the STAR steps to problem solving. Stop, Think, Act, Review.

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Unit 1 Title: Respecting Differences in Others

Lesson Title: Acting Out Respect **Lesson** 1 of 3

Grade Level: 5 **Length of Lesson:** 30- 45 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.05: Exhibit mutual respect and compromise in relationships.

American School Counselor Association (ASCA) National Standard:
Personal and 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)

Copies of Role Play Scenario
STAR Problem Solving Poster

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.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.

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.
In a classroom discussion, students identify how mutual respect and compromise in relationships is important.

Lesson Preparation

Essential Questions: Why do we need to have friends?

Engagement (Hook): In a prearranged role-play with the classroom teacher, the counselor loudly and irately complains about someone taking a favorite pen out of the office without permission. Ask the class: What should be done to resolve the situation using respect and compromise?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Introduce what it means to compromise.	1. Students share ideas. Examples: Compromising means to give and take in a situation. Each person involved may have to give up the way they think it should be and accept someone else's ideas.
2. What are the words or actions someone would need to use in order to compromise respectfully?	2. Students share ideas. Words – Please, thank you, excuse me… Actions – Smile, nice tone of voice, appropriate body language.
3. Introduce the steps of compromise to students using the STAR method of problem solving. a. Stop – Identify the situation or problem to compromise that needs to be solved. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation.	3. Students will review the steps of compromise.
4. Divide the class into teams of four to five students.	4. In small groups, students will role-play the following scenarios.

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5. Give each team a scenario on a slip of paper to work out and role-play for the class. Give them about seven minutes to practice. Allow each group to present the scenario to the class and discuss how respect and compromise were displayed.	5. Teams work out and role-play the scenarios. A. John is accused by Jeff of stealing a set of "collector cards" that were left in the lost and found for several weeks. B. Carol tells Sallie that she won't be her friend anymore if Sallie continues to play with Ashley. C. Andrea is really upset because Jill and Linda are talking about her hair behind her back. D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.
6. At the lesson conclusion, have students discuss what they learned about using respect and compromise in their relationships.	6. Students discuss what they learned.

Teacher Follow-Up Activities

Set up a "peace table" or desk in the room. Allow students to use respect and compromise to resolve relationship problems.

Counselor reflection notes (completed after the lesson)

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Role Play Scenario:

A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.

B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.

C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.

D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.

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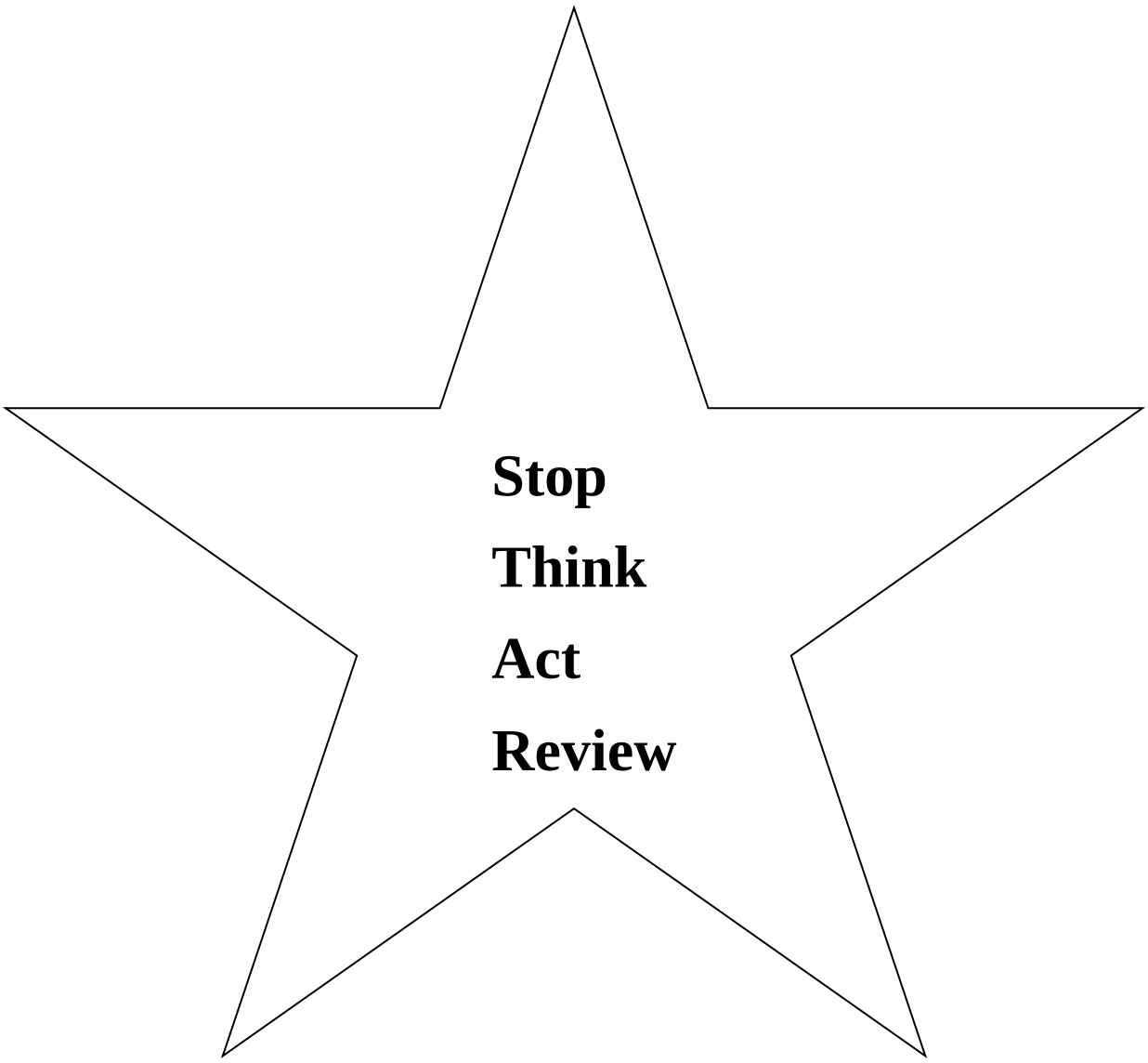
Be a Problem Solving STAR



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Unit 1 Title: Respecting Differences in Others

Lesson Title: Respecting Differences **Lesson** 2 of 3

Grade Level: 5

Length of Lesson: 30- 45 minutes

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

Grade Level Expectation (GLE):
PS.2.B.05: Demonstrate respect for individuals in diverse groups.

American School Counselor Association (ASCA) National Standard:
Personal and 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)

Copies of the *Respect Mixer* worksheet for each student.
Writing utensils
Candy for the first five to turn in the worksheet complete with 12 different signatures (optional).

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 1. Explain reasoning and identify information used to support decisions.

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

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

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance

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X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will discover at least four ways he/she similar or different from their 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 identify the similarities and differences they have with their classmates from the Respect Mixer worksheet.

Lesson Preparation

Essential Questions: What does a quality relationship look like when individuals respect each other? What does a person need to do to maintain a quality relationship?

Engagement (Hook): The instructor asks two students to stand up in the room. How are the two students alike and different? After comparing the instructor asks the class: How much do you really know about your classmates? Today we are going to find out about our likenesses and differences.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Copy the attached *Respect Mixer* worksheets for each student. Make sure students have a writing utensil.	1. Ask classmates to sign the appropriate box that applies to them.
2. Go over the directions to make sure students understand what they are expected to do. Direct students to complete the worksheets in an allotted time.	2. Students complete and keep their Respect Mixer worksheet.
3. Instruct students to review their individual respect mixer sheets. Ask them to identify boxes that have information that is like theirs by placing an L in the box. Instruct them to identify information that is different from theirs and place a D in the box.	3. Students identify information that is like theirs and different from theirs.
4. Give student the opportunity to share items that are like and different than their information.	4. Students share information.
5. Lead a discussion regarding respecting	5. Students discuss.

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differences in others.	

Teacher Follow-Up Activities

Discuss differences in others when it applies to content areas.

Counselor reflection notes (completed after the lesson)

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Respect Mixer

Directions: Students will sign the box that applies. Students may only sign once and may not sign their own sheet.

Was born out of state? _____	Has the same birthday month? _____	Has a different length of hair? _____
Has different colored eyes? _____	Plays a musical instrument? _____	Likes the same subject? _____
Is the same height? _____	Has a different shoe size? _____	Likes the same kind of pizza? _____
Has been at the same school since kindergarten? _____	Has pets at home? _____	Likes the same color? _____

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Unit 1 Title: Respecting Differences in Others

Lesson Title: The Problem Solving Game **Lesson** 3 of 3

Grade Level: 5

Length of Lesson: 30- 45 minutes

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

Grade Level Expectation (GLE):
PS.2.C.05: Review and implement strategies to resolve problems and conflicts successfully.

American School Counselor Association (ASCA) National Standard:
Personal and 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)

Pencils, pens, markers, and 12” x 18” construction paper.
Pre-cut copies of the game cards for each group in an envelope.
STAR Problem Solving Poster

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.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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

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

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance

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X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply the STAR problem solving model to at least three scenarios.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
In a discussion, students will identify the steps to problem solving: STAR (Stop, Think, Act, and Review) and how the steps relate to resolving problems and conflicts.

Lesson Preparation

Essential Questions: What could happen if a person did not have the skills to solve a problem?

Engagement (Hook): Tell students "Today you are an employee at a game factory. You are going to develop and make a game." What skills will you need to work together in making the game (creativity, writing skills, communication skills, cooperation skills and listening skills)?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the STAR steps of problem solving used in previous lessons. a. Stop – Stop and identify the problem solving situation. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation.	1. Students will review the steps with the counselor and discuss the strategies to resolve problems and conflicts.
2. Divide the class into groups of four.	2. Students will get into groups.
3. Give each group a 12" x 18" construction paper. Tell them each group must make a game board with a start, finish, thirty spaces, and a problem box.	3. Students will create the game board per instructor procedures.
4. The group must use the problem cards that are provided to play the game.	4. Students will prepare to play the game. Students may make extra problem cards.
5. When the game board is complete, the group plays the game. When a problem is	5. Students play the game.

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appropriately resolved, the player moves forward 2 spaces. If answered inappropriately, the player must move 3 spaces backward. The winner is the first player to the finish line, but really everyone wins.	
6. The counselor asks the students to share ideas about how they worked together in developing and playing the game.	6. Each group will complete the game and share ideas about how they worked together.

Teacher Follow-Up Activities

Use the STAR Problem Solving Strategy in the content areas and at the Peace Table. Allow group times for the students to play the game.

Counselor reflection notes (completed after the lesson)

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Game Cards

You are caught talking in class by the teacher.	**Your dog ate your homework.**
You are late to school.	**You left your homework at home again.**
You lost your lunch money.	**You forgot the Science Project is due today.**
The teacher always calls on you when you don't know the answers.	**Your friends are always first to take a turn at recess.**
Someone stepped on your new shoes.	**The field trip is today and you forgot your permission slip.**
You are pushed in line and the person in front of you is very angry, because you pushed them.	**Someone says that you started a rumor about several classmates.**

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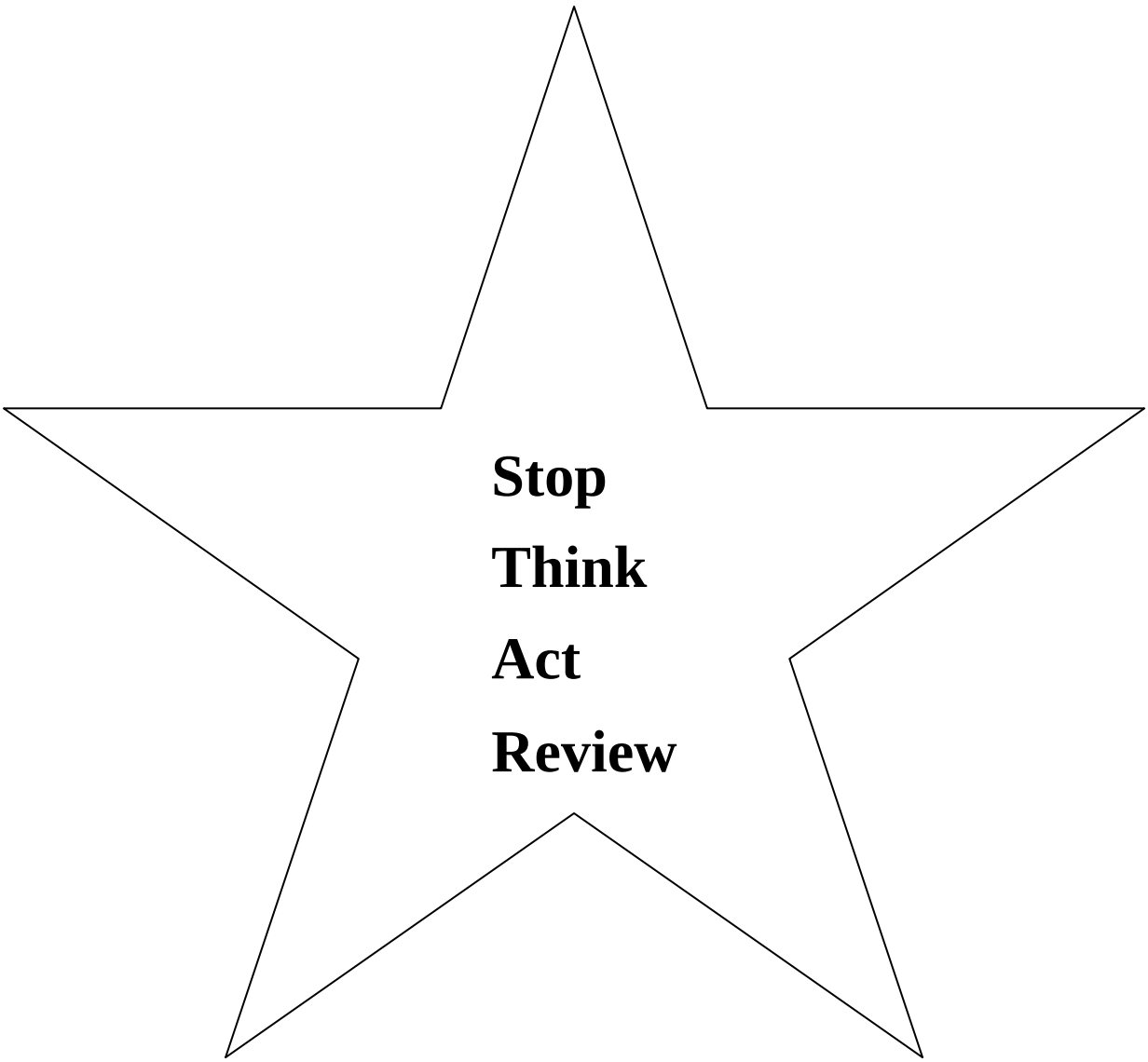
Be a Problem Solving STAR



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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: Respecting Differences in Others Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences. The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 - 45minutes each

ESSENTIAL QUESTIONS:
1. Why is it important to respect differences in others?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.		PS.2.A.05: Exhibit mutual respect and compromise in relationships. PS.2.B.05: Demonstrate respect for individuals within diverse groups. PS.2.C.05: Review and implement		SL.5.1 L.5.1 L.5.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4 Level 3 Level 4

		strategies to resolve problems and conflicts successfully.				
2. The student will discover at least four ways he/she is similar or different from their classmates.		PS.2.A.05 PS.2.B.05 PS.2.C.05		SL.5.1 L.5.1 L.5.3	P/SD A	Level 4 Level 3 Level 4
3. The student will apply the STAR problem solving model to at least three scenarios.		PS.2.A.05 PS.2.B.05 PS.2.C.05		SL.5.1 L.5.1 L.5.3	P/SD A	Level 4 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:
Students will work in small groups to apply relationship and problem solving strategies.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __X___ Indirect __X___ Experiential _____ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: Lesson 1 Acting Out Respect Lesson 2 Respecting Differences Lesson 3 The Problem Solving Game
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Acting Out Respect Lesson 2 Respecting Differences Lesson 3 The Problem Solving Game

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice	___X___ Problem Solving Ls. 3 _____ Case Studies _____ Reading for Meaning _____ Inquiry	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations	_____ Essays _____ Computer Assisted Instruction _____ Journals	_____ Debates ___X___ Role Playing Ls. 1 _____ Panels ___X___ Brainstorming Ls. 3

	_____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	___X___ Reflective Discussion Ls. 1 _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	___X___ Games Ls. 2, 3 _____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls 1 _____ Model Building _____ Surveys	_____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Peer Partner Learning ___X___ Discussion Ls. 1, 2 _____ Laboratory Groups _____ Think, Pair, Share ___X___ Cooperative Learning Ls. 1, 3 _____ Jigsaw ___X___ Problem Solving Ls. 3 _____ Structured Controversy _____ Tutorial Groups ____X__ Interviewing Ls 2 _____ 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: Relationships: What Do Skills Have To Do With It? **Grade Level:** 6,7 & 8
Number of Lessons in Unit: 5

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

Lesson Titles:
6th Grade Lesson 1: Ingredients of a Relationship Recipe
Materials/Special Preparations Required
Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.
Guidelines: Ingredients for Relationship Recipe
Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student
Markers, crayons, color pencils, scissors, glue, construction paper, etc.
Students will need paper and a writing instrument

7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R
Materials/Special Preparations required:
Copy of *Recipe for Relationships*
3x5 cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend's home, at a school function, shopping in the mall

8th Grade Lesson 3: Relationships…Quality Control
Materials/Special Preparations Required
Activity Sheet – *I Am…..*
Mirrors
Paper and markers

8th Grade Lesson 4: I Know What You Did This Summer
Materials/Special Preparations Required
Activity Sheet – *I Heard What you Did This Summer….*
Set of footprints made from cardboard or construction paper

8th Grade Lesson 5: Relationships…Going Up While Growing Up
Materials/Special Preparations Required
Activity Sheet – *Going Up While Growing Up*
Balloon for each student
Permanent markers

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

Grade Level Expectations (GLEs):
PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships. (DOK Level 1)
PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. (DOK Level 3)
PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships. (DOK

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Level 3) **American School Counselor Association (ASCA) National Standard:** Personal and Social Development A: Students will acquire the attitudes, knowledge and interpersonal skill to help them understand and respect self and others.

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

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

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

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

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

Unit Essential Questions:

What is a quality relationship and how is it maintained?

Unit Measurable Learning Objectives:

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

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

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations; Guided & Shared - Reading, Listening, Viewing, Thinking)
_X_ Indirect (Concept Formation; Concept Mapping)
_X_ Experiential (Simulations; Role-playing; Model Building)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Role-playing; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify interpersonal qualities and skills that maintain quality relationships.

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

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

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

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

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

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

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

Grade Level: 6

Length of Lesson: 50 minutes

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

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

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

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will create a recipe card identifying the interpersonal skills needed to maintain quality relationships based on a given rubric.

Lesson Preparation

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

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

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships.	1. Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships.

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2. Ask the students to write down the ingredients/interpersonal skills they believe are needed to maintain quality relationships.	2. Students will write down ingredients/interpersonal skills they believe are needed to maintain quality relationships.
3. Ask students to share one at a time the skills they listed and discuss. Possible items: Good listeners, uses "I" messages, understands how feelings affect relationship, uses assertive behaviors, willing to compromise, etc. If students did not list some of the essential interpersonal skills, list them and discuss what each means.	3. Students will volunteer to share what they wrote down on their individual papers. Students should be involved in discussion of each other's skills listed.
4. After completing the discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or what they wrote down on their paper.	4. Students will use their paper and the discussion items to produce a recipe card.
5. Hand out the guidelines for the recipe card and discuss what needs to be present on the card. Show students an example of a card that has been done.	5. Students will be given the guidelines and will have a chance for questions.
6. Hand out the plain paper or large index cards. Have art supplies available and let students begin work.	6. Students will complete the recipe card.
7. Instruct students to turn the card over and write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their recipe card.	7. Students will reflect on a relationship that they would like to improve and write the personal goal as described.

Teacher Follow-Up Activities

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

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Counselor reflection notes (completed after the lesson)

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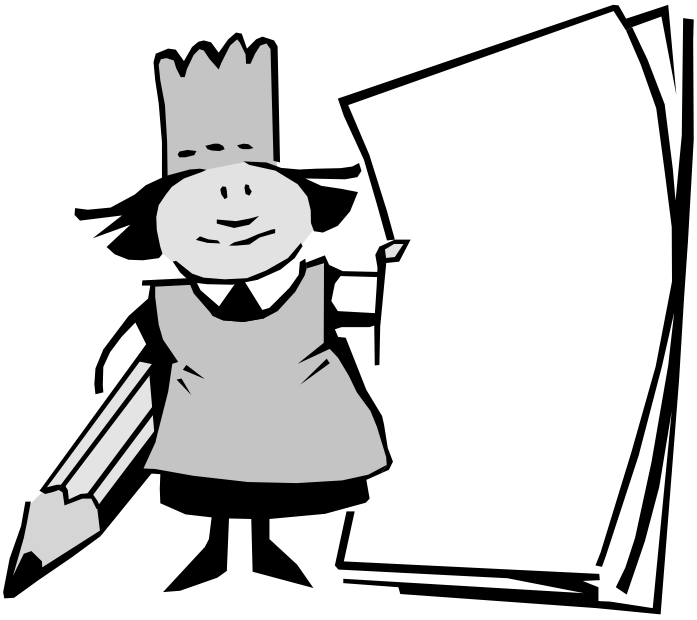
Guidelines:
Ingredients for Relationship Recipe

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



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

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

Grade Level: 7

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

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

Grade Level Expectation (GLE):
PS.2.A.07: Practice effective interpersonal skills in a variety of social situations.

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

Materials (include activity sheets and/ or supporting resources)

Copy of *Recipe for Relationships*
3x5 cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend's home, at a school function, shopping in the mall

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.

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.
In teams of 3, students will plan, present, and discuss scenarios in which they demonstrate inappropriate and appropriate interpersonal skills in a variety of social situations.

Lesson Preparation

Essential Questions:
In what ways does respect for self and others influence interpersonal relationships?

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

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the 6th grade learning about interpersonal skills. Show the *Recipe for Relationships* and ask students to recall the ingredients. Ask what else they remember about the lesson? Strive for remembering of the missing ingredient demonstration.	1. Students will participate in the discussion. Every student will contribute something to the conversation.
2. Tell students that in this lesson, they will	2. Students will get into their teams and

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be expanding their knowledge and use of effective interpersonal skills. Group students in teams of 3 and tell them that they will be working together to design a 2-minute scenario in which an individual behaves inappropriately in a social situation. You will assign the settings for the scenario.	identify the social setting they will be dramatizing. Before they do anything else, the team, will specify the exact setting and context of the scenario. They will then decide the theme of their scenario (e.g. acting out behavior, sullen or "pouty" behavior). The script of the scenario is the next step. The final step regarding the planning phase is to rehearse and time the scenario.
3. Explain that after presenting the scenarios to the class, the student groups will lead a class discussion for the purpose of assessing the inappropriate/appropriate interpersonal skills displayed in the scenario. Each group should plan for, at least, 3 discussion questions. Allow 10-15 minutes for planning depending on the group and the time remaining, talk about how to lead a discussion (encourage note taking), and encourage open-ended questions. Teams work together to plan their discussion.	3. Students will take notes about the key points of leading discussions and teams will decide on the starter questions to be asked.
DAY 2 OF LESSON This will be the day for the formative assessment, the presentation of the scenarios. See the Formative Assessment for directions.	**DAY 2 OF LESSON** Students will use appropriate interpersonal skills as they perform and participate in discussions.

Teacher Follow-Up Activities

Counselor reflection notes (completed after the lesson)

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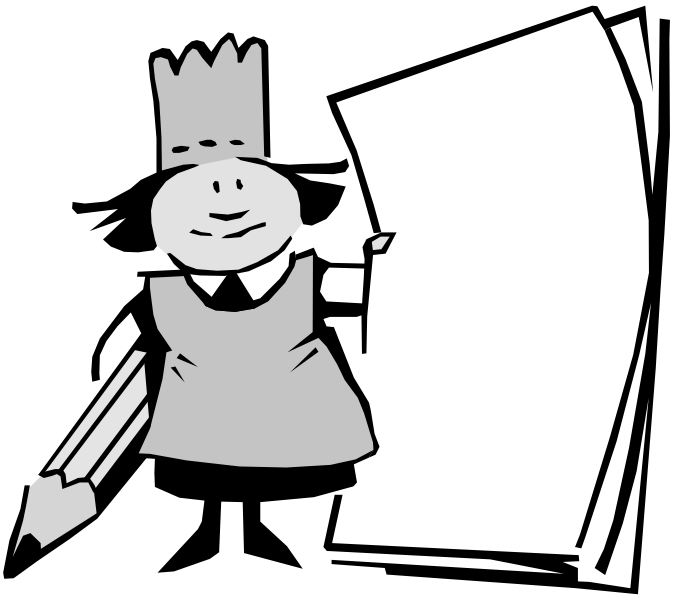
Guidelines:
Ingredients for Relationship Recipe

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



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

Lesson Title: Relationships…Quality Control **Lesson** 3 of 5

Grade Level: 8

Length of Lesson: 45 minutes

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

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

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet – *I Am…..*
Mirrors
Paper and markers

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.

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 complete a checklist and have a discussion about interpersonal skills in quality relationships.

Lesson Preparation

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

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

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask the students what interpersonal means then discuss their responses until there is a suitable definition.	1. Students propose definitions of interpersonal until a suitable definition is proposed.
2. Discuss and define what constitutes a relationship (family, friends, romantic).	2. Through input, students will explore and define relationships.
3. Explain the *I Am* activity sheet to the students. Review the use of a Likert Scale. Stress that honesty is essential in this evaluation and that is for self-awareness and improvement.	3. Students will use the Likert Scale to honestly evaluate themselves on skills needed to maintain quality relationships.
4. Explain to the students how to score the checklist. After scoring time, explain the scores and ask the students to comment on their personal score.	4. Students self-score the checklist and comment on their score.

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5. Review the skills listed in the checklist and evoke comments from students regarding the importance of the skill in relationships.	5. Participate in discussion regarding the importance of the skill listed on the checklist.
6. Collect the checklist scale to add to student portfolio.	6. Students turn in checklist.
7. Create key-word posters with the following words: Thoughtful, Good Communicator, Positive Body Language, Forgiving, Patient, Honest, "I" Messages, Respectful, and Apologize. Leave them with the teacher to post around the room as reminders throughout the year.	7. Students design key-word posters.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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I Am…

Rate yourself using the following scale:
5 = always 4 = usually 3 = most of the time 2 = sometimes 1 = never
On lines 1 and 2, write a real-life example of how you have demonstrated this skill.

_____A thoughtful person
1. _____
2. _____

_____A person who avoids conflict
1. _____
2. _____

_____A good communicator
1. _____
2. _____

_____Aware of my body language
1. _____
2. _____

_____Forgiving of others / Don't hold a grudge
1. _____
2. _____

_____Patient with others
1. _____
2. _____

_____Honest / Trustworthy
1. _____
2. _____

_____Someone who uses "I" messages
1. _____
2. _____

_____Someone who stays out of other people's business
1. _____
2. _____

_____Able to think of others before myself
1. _____
2. _____

_____Respectful of personal differences
1. _____
2. _____

_____Proud of the decisions I make
1. _____
2. _____

_____Able to say I am sorry when I am wrong
1. _____
2. _____

_____Able to keep my cool when I get upset
1. _____
2. _____

Total score _____

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What your score means:

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

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

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

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

Are you surprised by your score? _____

Why or why not?

_____

_____

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

_____

_____

_____

Outline your self- improvement plan:

_____

_____

_____

_____

_____

_____

_____

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

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

Grade Level: 8

Length of Lesson: 45 minutes

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

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

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet – *I Heard What You Did This Summer*
Sets of footprints made from cardboard or construction paper

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

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

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

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

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		and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate at least three effective resolve interpersonal skills which could resolve a conflict.

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.
Student will complete a conflict resolution activity sheet and role-play how to use interpersonal skills to resolve a conflict.

Lesson Preparation

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

Engagement (Hook): Ask for two volunteers who will act out an example of a conflict created by the counselor. Volunteer stands on a set of footprint cut-outs. Students act out conflict scenarios. Students switch places and discuss how it feels from the other person's point of view.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Distribute activity sheet and read it aloud with the students. Ask the students if anything similar has ever happened to them. Ask how many have been the Stan, the Jack and the Julie.	1. Students will listen to the story and interact with the instructor as he/she asks questions related to the story.
2. Take one character section at a time and ask the students to place themselves in each character's position as they respond to the questions. Students should be reminded to answer honestly.	2. Students will write an honest response appropriate to each character's situation.
3. Ask students to turn to a neighbor and share	3. Students will turn to a neighbor and discuss

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their answers. Write on the board: Would one person's answer get a better response? What can you learn from the other person? What would you not do if this were you?	what they wrote down as responses. They will orally answer the questions that are asked by the instructor.
4. Have the students get into groups of three and brainstorm a list of interpersonal skills that will be useful in the situation. Then have them role-play the story using at least three of those identified skills. The goal is to get a resolution without aggressive language or behavior.	4. Students will brainstorm and then role-play the scenario practicing appropriate interpersonal skills to resolve the conflict. Students will assess their role-play and the outcomes with the instructor.

Teacher Follow-Up Activities

Teacher can positively reinforce the identified appropriate interpersonal skills in the weeks that follow.

Counselor reflection notes (completed after the lesson)

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I Heard What You Did This Summer……

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

You are Stan.

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

2. Why or why not?

_____

_____

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

_____

_____

4. What interpersonal skills will you be using?

_____

_____

You are Jack.

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

_____

_____

2. Which skills might you find difficult to use?

_____

_____

3. How do you handle the situation with Julie?

_____

_____

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

_____

_____

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You are Julie.

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

_____

_____

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

_____

_____

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

_____

_____

_____

_____

_____

_____

_____

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

Lesson Title: Relationships…Going Up While Growing Up **Lesson** 5 of 5

Grade Level: 8

Length of Lesson: 45 minutes

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

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

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet-*Going Up While Growing Up*
Balloon for each student
Permanent markers

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

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

Lesson Preparation

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

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

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask the students to pass the balloons around and read the comments on each balloon.	1. Students will pass the balloons around and read what others think about themselves.
2. Have students return balloons to the original owner.	2. Students will return balloons.
3. Pass out activity sheet and read aloud with students. Ask students to complete the first instruction on *Going Up While Growing Up* Activity Sheet, listing skills they feel are important in relationships. Walk around and monitor appropriateness of traits.	3. Students will individually complete the balloon graphic with skills they feel are valuable in a relationship.
4. Ask students to think about three specific	4. Students will identify three friends and

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friends and identify qualities that those friends have that make them good friends to have.	those qualities that make each person important to them and valuable as a friend.
5. Complete the same information for three family members.	5. Students will identify three family members and those qualities that make each person important to them and valuable as a family member.
6. Ask the students to self-reflect on 8 skills that they have that they think are important for others to have also. Many of these skills should be repeating from the other lists.	6. Students will complete self-reflection area.
7. Ask students to identify which skills they feel are important for others to have but that they do not have on the list for themselves (skills to improve) and then identify what plans or actions they can take to improve skills.	7. Students will compare lists and identify skills that they find that they need to improve. They will identify how they can strengthen those skills.
8. Initiate discussion about finding differences in the lists. Sample questions/comments: How can we expect things from others in a relationship and not from ourselves? Why would someone want to be your friend if you did not have skills that were important to them? Is it easier to change yourself or to try and change someone else? It is important to note that when you change yourself for the better, you are "growing", but when you try to change someone else, you are "controlling". You benefit yourself by focusing on yourself, because you are the one that you will always have to live with.	8. Participate in discussion.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Going Up While Growing Up

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

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

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

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

_____	_____	_____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

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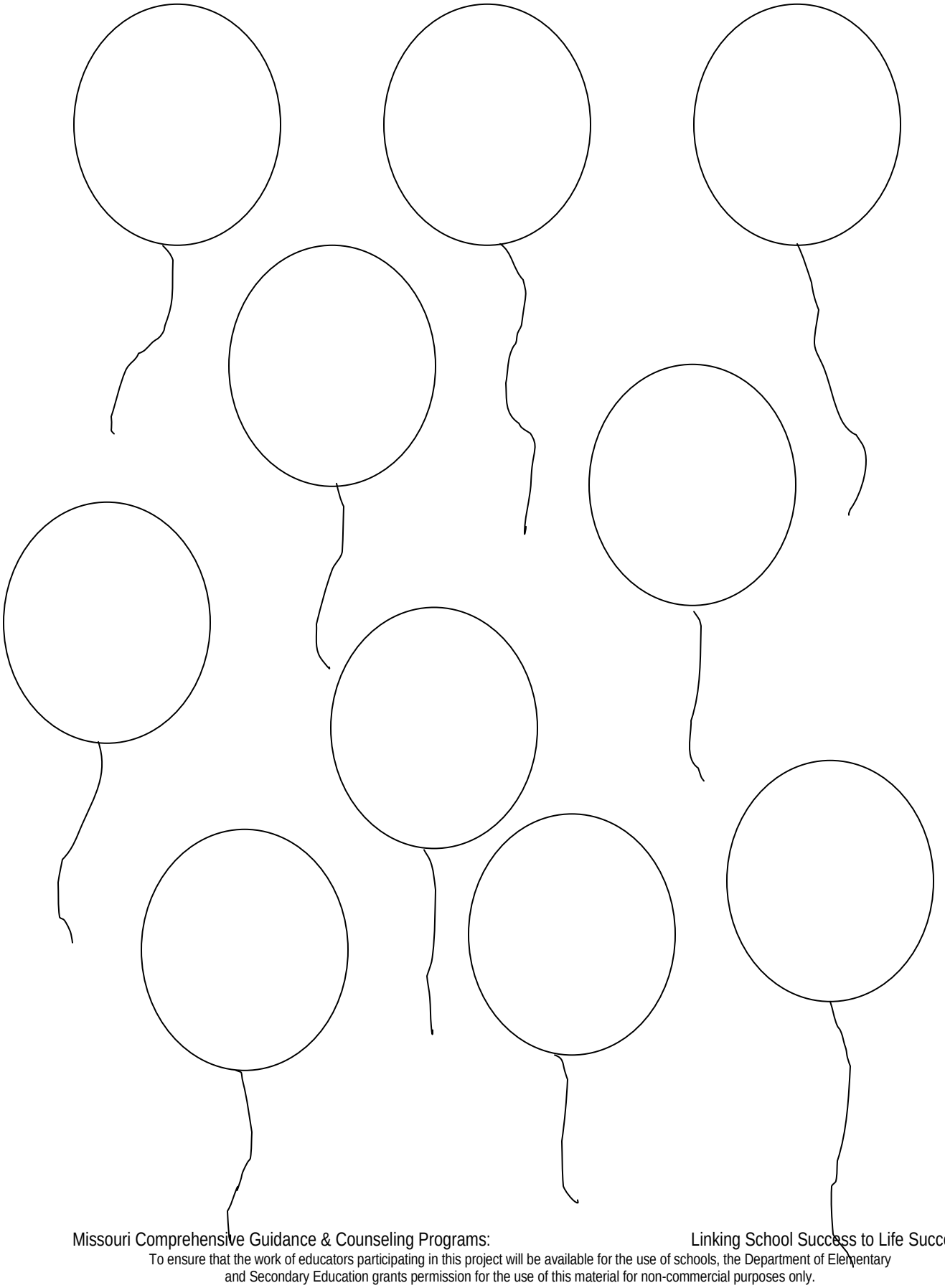

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List 3 family members and identify which “balloon” qualities they have.

_____	_____	_____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

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

1.	5.
2.	6.
3.	7.
4.	8.

Which ones do I need to improve?

_____

_____

How can I improve my skills?

_____

_____

Which skills do I think I should focus on first?

_____

_____

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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: Relationships: What Do Skills Have To Do With It? Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations. An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade. The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified. In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 – 50 minutes each

ESSENTIAL QUESTIONS:
1. What is a quality relationship and how is it maintained?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five interpersonal skills needed to maintain a quality relationship.		PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships. PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. PS.2.A.08: Self-assess interpersonal skills that		SL.6.1 L.6.1 L.6.2 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1 Level 3 Level 3

		will help maintain quality relationships.				
2. The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.		PS.2.A.06 PS.2.A.07 PS.2.A.08		SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.6	P/SD A	Level 1 Level 3 Level 3
3. The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3
4. The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 W.8.3 SL.8.1 L.8.1 L.8. L.8.3	P/SD A	Level 1 Level 3 Level 3
5. The student will identify two interpersonal qualities to improve and two strategies to achieve this.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3

ASSESSMENT DESCRIPTIONS:
Students will identify interpersonal qualities and skills that maintain quality relationships.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R

4 5	8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: 6th Grade Lesson 1 Ingredients of a Relationship Recipe 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R 8th Grade Lesson 3 Relationships…Quality Control 8th Grade Lesson 4 I Know What You Did This Summer 8th Grade Lesson 5 Relationships…Going Up While Growing Up

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __X____ Compare & Contrast Ls. 5 _____ Didactic Questions __X____ Demonstrations Ls. 2 __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 5 _____ Writing to Inform __X____ Concept Formation Ls. 2 __X____ Concept Mapping Ls. 4 _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X____ Simulations Ls. 1, 4 _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __X____ Role-playing Ls. 2, 4 __X____ Model Building Ls. 5 _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports __X____ Learning Activity Packages Ls. 1, 3, 4, 5 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X____ Role Playing Ls. 2, 4 _____ Panels _____ Brainstorming _____ Peer Partner Learning __X____ Discussion Ls. 1 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X____ Problem Solving Ls. 4, 5 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

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

Number of Lessons in Unit: 3

Time Required for each lesson: 40-90 minutes

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

Lesson Titles:

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

Materials/Special Preparation:

Activity Sheet -*Planning to Use Respect*
Writing utensils
Activity Sheet- *R-E-S-P-E-C-T: Looks Like, Sounds Like, Feels Like*

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

Materials/Special Preparation:

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)
Production Resources (e.g., paper, markers, and recording equipment – video and audio)
Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line). Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.
Examples of multi-media advertising campaign(s); slogans, "theme songs", logos (to be gathered by students outside of school)
Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
Performance Scenario Activity Sheet
Performance Scenario Rubric
Activity Sheet 1
Activity Sheet 2

8th Grade Lesson 3: A Stranger Among Us

Materials/Special Preparation:

Activity Sheet – *A Stranger Among Us*

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

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

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

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, and ideas into useful forms for analysis or presentation 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or the processes used in recognizing and solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

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

Unit Essential Questions:

What is respect?

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations)
_X_ Independent Study (Learning Activity Packages)
_X_ Interactive Instruction (Brainstorming, Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

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

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identifiable purpose and plan.

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

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

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations
Mathematics: data analysis
Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)
Comprehensive Guidance: the elements of being a friend; the ability to describe "interpersonal skills," the ability to use basic self-assessment processes, understanding "respect" as a way of life and an element of friendship.

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

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

Grade Level: 6

Length of Lesson: 50 minutes

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

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

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

Materials (include activity sheets and/ or supporting resources)

Respect: Looks Like, Sounds Like, Feels Like Activity Sheet
Planning to Use Respect Activity Sheet
Writing utensils

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

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

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

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

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will participate in question and answer discussion from the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and complete the *Planning to Use Respect* Activity sheet.

Lesson Preparation

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

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

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will pass out the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and tell the students that just like the above item was described, we can describe respect. Tell the students that they are going to be writing down what respect looks like, sounds like and feels like.	1. Students will write down what respect looks like, sounds like and feels like.
2. Have students voluntarily share what they have written on their activity sheets and discuss, letting students write down or make changes to their sheets. Encourage students to give personal or other examples of what they mean with their answers.	2. Students will volunteer to share what they have written on their activity sheets, discuss one another's answers as a group and make changes to their sheets. Students should be able to give examples of their answers.
3. Ask students how what they have written	3. Students should be able to discuss how

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can be used as a plan to show respect towards others.	knowing what respect looks, sounds and feels like will enable them to develop ways and plan to show others respect.
4. Hand out the *Planning to Use Respect* Activity Sheet. Read the directions and explain that they will choose one person not listed to show respect towards. Make sure that students know they are to practice their plans. Have the students complete the sheet in class.	4. Students will complete the activity sheet showing that they have plans/strategies they can develop to show respect to a variety of people in their school community and home environments.
5. Have students turn in their *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet. They may keep their *Planning to Use Respect* Activity Sheet.	5. Students will turn in the first activity sheet and take the second one with them.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Respect: Looks Like, Sounds Like, Feels Like

What does respect look like?

What does respect sound like?

What does respect feel like?

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Planning to Use Respect

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

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

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

Lesson Title: R-E-S-P-E-C-T: A Basic Skill **Lesson** 2 of 3

Grade Level: 7

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

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

Grade Level Expectation (GLE):
PS.2.B.07: Promote acceptance and respect for individual differences.

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

Materials (include activity sheets and/ or supporting resources)

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)
Production Resources (e.g., paper, markers, and recording equipment – video and audio)
Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line). Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.
Examples of multi-media advertising campaign(s); slogans, "theme songs", logos (to be gathered by students outside of school)
Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
Performance Scenario Activity Sheet
Performance Scenario Rubric
Activity Sheet 1
Activity Sheet 2

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of

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	others
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply knowledge about respect to develop a school wide plan to promote respect in their school.

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 become involved in a simulation as an advocate for a school-wide commitment to R-E-S-P-E-C-T as a way of life.

Lesson Preparation

Essential Questions: What does respect mean? How would respect as a basic skill make a difference in our school?

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

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will introduce the lesson using the Hook. After showing/playing the first of the advertisements/commercials, explain Activity Sheet 1, its purpose, and student tasks. (Be sure products are numbered and that the numerals match the numerals on the data entry form.) After each advertising example, students will record what they believe to be the product name in Column A of Table 1 on Activity Sheet 1: *RESPECT by the Numbers).*	1. Students will enter what they believe to be the name of the products in Column A of Activity Sheet 1: *RESPECT by the Numbers.*
2. After each of the media examples has been viewed/heard and students have entered their responses in Column A of Table 1, show the actual or a facsimile of the product being promoted by each advertisement As products are displayed, students write correct product name in second column of A in Table 1. In Column B, students will indicate whether or not they responded with the correct product name.	2. When all advertising has been viewed or heard and the product names have been listed in Column A, students will re-view/listen to advertising message for each product, participate in a discussion about the products and their names and enter the correct product names in second column of A. They will self-score their responses and indicate in Column B whether or not they responded with the correct product name.
3. The counselor (or classroom teacher) will facilitate data collection and data entry by providing leadership for the completion of Columns C (current ownership and use) and Column D (potential ownership/use).	3. Working with the guidance of the counselor or classroom teacher, the data collection and data entry process will be continued. Columns C (current ownership and use) and Column D (potential ownership/use).
4. When data have been entered, students will gather/analyze data to determine the percentage of students who correctly identified the products advertised (Column B); the number who already own or use the product (Column C); and who, if they could, would buy the product after seeing the commercial/ advertisement for the product Column D).	4. Students will assist with counting and recording responses in Columns B, C, and D.
5. To accomplish the aggregation of the data, assign students to a 3 or 4 member group to	5. Students will ask questions to clarify their tasks and work with others to compile group

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compile individual results into group results. Assuming the class will be divided into at least 6 teams, we suggest that 2 teams work (independently) on compiling the data for one column (B, C, or D). In that way, a system of checks and balances occurs. Enter the results in Table 2 of Activity Sheet 1.	data for one Column: B, C, or D.
6. Ask students who compiled data for the separate columns (B, C, or D) to present the results from Table 2 to the rest of the class. Class members who are not presenting, may use Activity Sheet 1 to record the results.	6. Students will participate in the planning and delivery of an informal presentation regarding the results of the survey process.
7. As results are shared, bring out the following themes and ideas (if members of the groups or class don't mention the themes.) • Planned use of media sells products. • The most successful advertising is that which embeds a concept or opinion of the product in other's thinking. • If respect is to be considered a basic skill, we must sell it via a planned media campaign, a-la- "Operation R-E-S-P-E-C-T." • Seventh graders can be a catalyst for communicating respect as a way of life within their schools. • We all have a social responsibility to advocate for the respect of all people, especially those who are too young to advocate for themselves	7. Students who are not presenting, will practice team skills by asking questions, making suggestions and being supportive of those presenting.
8. Review the conceptual essence of the 6th grade lesson: using more than one sensory modality enables us to gather data that might be overlooked if only one sensory mode were used. Remind students that in the sixth grade lesson, they were taking responsibility for communicating their respect and honoring of others. Distribute copies of Activity Sheet 2-	8. Students will volunteer to share their successes and challenges in implementing their sixth grade plans to show respect.

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Planning to Use Respect. Ask for volunteers to talk about the parts of their plans they have been able to continue beyond the 6th grade lesson. Closure for Steps 1-8 of this lesson: Ask: How does communicating respect for another relate to our purchase of products? How might the use of multi-sensory modalities be used to increase sales? Encourage looking and listening for ads that incorporate multi-sensory modalities. **NOTE:** This is a good place to end the first day of the Operation R-E-S-P-E-C-T planning process.	
9. Ask students to tell about their observations regarding the use of multi-sensory modalities in advertising. As needed, review the hook. You are seeking examples of advertisers using multi-sensory approaches to influence consumers to buy their products.	9. In groups, students will identify the sensory modes that were used in the advertisements presented as the Hook for this lesson.
10. Write Auditory, Visual, and Heart Feeling as column headers on dry erase board, SMART Board, or chart paper. **Introduce the Performance Scenario and "Operation R-E-S-P-E-C-T" campaign by asking: "What makes you buy a product?" As they brainstorm, write their words in the column where the words fit best—add additional sensory modes (taste, smell, touch) if needed.**	10. As a whole group, students will identify what influences them when deciding whether or not to buy a product.
11. "How do companies know the best way to influence consumers?"	11. Students will contribute to information with personal examples regarding companies' use of multi sensory modalities to determine best way to influence consumers to buy products (e.g. taste tests in the grocery store, interview in department store about clothing preferences).

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

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development of the "Operation R-E-S-P-E-C-T campaign. **(Note:** Suggested breaking point between day 2 and day 3 of lesson implementation).	
14. Steps 14 onward: Demonstrating GLE 2.2 7th grade Advocacy Competence. Students will join with team members to discuss observations from the real world of advertising.	14. Each student will contribute to discussion by promoting the linkage between and among the comments/observations of team members
15. The Performance Scenario Begins: The teams will begin with a team conversation about each individual's vision for "**Operation R-E-S-P-E-C-T –**Making Respect a Basic Skill and a Way of Life in the Middle School. The creativity of the team is encouraged—Each one of the members brings a unique creativity to the team—team members are responsible for helping everyone's talent and creativity come alive during the planning for the Performance Scenario. When individual visions have been shared, the collaboration and division of labor begins with the team outlining each aspect of the plan and assigning people who will carry out each responsibility and identify the accountable person in each team.	15. Students will imagine and explore with other team members ways to make respect for self and others a basic skill and a way of life. A multi-media station (computer/projection equipment/printers) will facilitate the mechanics of writing the plan.
16. You-Guide on the Side: Teams will follow the Performance Scenario Rubric. The counselor and/or classroom teacher is/are urged to use restraint and curb the desire to save students from "mistakes" or embarrassment—students will learn more and gain more self-confidence if they are allowed to work their way out of a mess". Be available for support and a helping hand when a team needs it. Spend time with each team—listen to their conversations to determine what, if any, re-direction is needed. Midway through time allotment,	16. Team members will develop an Action Plan for the **Operation R-E-S-P-E-C-T** making respect for others a way of living. In their plans, students will include "accountability checks" with their partners.

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remind students of time remaining and answer any "good of the cause" questions—i.e. questions that pertain to everyone. Remind teams of product you are expecting to see at the end of this period. This is a place for real collaboration between classroom teacher and counselor – Work with CRT to incorporate time for teams to work together in classroom. The last Step: Performing and Reflection Projection: 17. Teams will each make a 7-minute presentation of their Operation R-E-S-P-E-C-T plan. Class members who are not presenting will serve as the school board/Advisory Council and will use the rubric as a checklist. At the end of each presentation 3 minutes will be set aside for writing, Students utilize Checklist and Reflection/projection statements to identify their next steps—as individuals/as a class in order to follow-through with "Operation R-E-S-P-E-C-T.	17. Students will write thoughtful "I learned …" statements; four students will volunteer to share their statements. Students will make arrangements (i.e., get permission) to post the materials they developed as a part of their proposal in high visibility, community places around the school.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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PERFORMANCE SCENARIO
"Operation R-E-S-P-E-C-T"

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

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

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

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

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

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

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

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Performance Scenario Rubric

Reviewer: _____ Date _____Role _____

Standards and Criteria for Success:

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

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

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Reflections: I Learned

_____

It would have been helpful for me if team had

_____

OR
The next time I do a team activity like this, I, _____

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

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

_____

_____**by ___/___/200__**

Signed _____ Witness _____

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

Date Data Collected _____ Name of Data Collector _____

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

Table 1: Results

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

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

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

What do the data tell you and your team?

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

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Activity Sheet 2

(2.2 Grade 6/7 Unit 2 Lessons 1/2)

Respect: Looks Like, Sounds Like, And Feels Like …

PLANNING TO USE RESPECT

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

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

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

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

- **As I reviewed my responses—I learned I _____.**
- **If I want to show others that I have respect for who they are, I need to do more _____and do less _____.**

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

Lesson Title: A Stranger Among Us **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Advocate respect of individuals and groups.

Grade Level Expectation (GLE):
PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet– *A Stranger Among Us*

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

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

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer five questions about getting to know someone who is different than them.

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

Lesson Preparation

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

Engagement (Hook): Show a short clip or photo of R2D2. Emphasize that R2D2 shows great bravery in rescuing his friends from many perils.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Write each of these words on the board: Religion, Culture, and Ethnicity. Ask students to look up the words in the dictionary and select one student per each word to write the	1. Students will look up words individually and if asked, will write the definition to a select word on the board. Students will participate in discussion using active listening

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definition on the board. Lead a discussion on the similarities and differences between the words.	skills.
2. Discuss skills needed to show acceptance and respect of others.	2. Students participate in discussion.
3. Breaking the students into small groups, use the *A Stranger Among Us* worksheet to facilitate discussion. Randomly select students to report group findings.	3. Students will discuss their responses in small groups and be prepared to report on a random basis, at teacher discretion.
4. Separate groups and ask students to individually write a response to: "What might you miss out on if you allow your fear and biases to take over and you don't take the time to get to know the person behind the differences?"	4. Students will work individually and respond to the question on paper. When students are finished writing, they will tell the teacher their responses as asked.
5. Write student-responses on the board for review and further processing.	5. Students will look at the list of things they will miss out on by not accepting individual differences and come to a self-awareness.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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A Stranger Among Us

Envision sitting in your classroom and in walks a Star Wars character, such as R2D2. The teacher assigns the character to sit next to you.

1. What is your initial reaction?

2. What might that character be feeling?

3. How can you show the character that you respect him/her?

4. Which interpersonal skills will become important in this situation?

5. What can you say to those who don't show accepting behaviors?

Final question:

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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: R-E-S-P-E-C-T-Find Out What It Means To You (And Me) Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 40 – 90 minutes each
ESSENTIAL QUESTIONS: 1. What is respect?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will develop three strategies that will promote acceptance and respect in the school and community.		PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. PS.2.B.07: Promote acceptance and respect for individual differences. PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.		W.6.2 W.6.10 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 3 Level 4 Level 4
2. The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.		PS.2.B.06 PS.2.B.07 PS.2.B.08		W.7.1 W.7.2 W.7.4	P/SD A	Level 3 Level 4 Level 4

				W.7.5 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6		
3. The student will answer five questions about getting to know someone who is different than them.		PS.2.B.06 PS.2.B.07 PS.2.B.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	P/SD A	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Students will demonstrate the process of advocating peacefully, knowledgably, and with an identifiable purpose and plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U
	INSTRUCTIONAL ACTIVITIES: (What Students Do)

1 2 3	See Lessons: 6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8th Grade Lesson # 3: A Stranger Among U				
	Direct: __X____ Structured Overview Ls. 1, 2 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___X__ Concept Formation Ls. 2 ___X__ Concept Mapping Ls. 2 ___X__ Concept Attainment Ls. 2 _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments __X___ Simulations Ls. 2 _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___X___ Learning Activity Packages Ls. 1, 3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels __X___ Brainstorming Ls. 1 _____ Peer Partner Learning __X___ Discussion Ls. 1, 3 _____ Laboratory Groups _____ Think, Pair, Share __X___Cooperative Learning Ls. 2 _____ Jigsaw __X___ Problem Solving Ls. 3 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

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

Number of lessons in unit: 4

Time required for each lesson: 30- 50 Minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

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

Materials/Special Preparations Required:

- Wrapped food item
- *How Am I Responsible?* Activity Sheet for visual display
- SMART board or other visual display

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

Materials/Special Preparations Required:

- *How Am I Responsible?* Activity Sheet
- 3x5 Index cards in three colors
- Scrap paper
- Video equipment
- *How Did We Do – As a Team? (Group Assessment of Process)*

8th Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

- Note cards cut in half, with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)
- Wrapped candy
- Blank paper which students will fold into thirds
- Blank paper for conflict shield
- Colored Pencils/markers

8th Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

- *Put Yourself in Check* Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

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

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

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

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

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

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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas

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

Unit Essential Questions:

Why do I need to take responsibility?

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Interview; Guided & Sharing – reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping; Concept Attainment)
_X_ Experiential (Simulations; Storytelling; Focused Imaging; Role Playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; Brainstorming; Discussion; Think, Pair, Share; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

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

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

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

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

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

Grade Level: 6

Length of Lesson: 50 minutes

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

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

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

Materials (include activity sheets and/ or supporting resources)

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

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

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

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

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

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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 apply concepts of personal responsibility to at least two scenarios.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will participate in question and answer discussion and in completing the *How Am I Responsible?* activity sheet.

Lesson Preparation

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

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

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Tell the students you want them to help you list any new challenges they have faced this year as a sixth grader. Write the items students come up with on the board. If students have difficulty in listing items give them some ideas or examples of challenges you are aware they may be facing.	1. Students will volunteer to share challenges they have faced this year as a sixth grader. They may list things such as: having a locker, moving from class to class, carrying a lunch card, having an increase in homework, taking notes, going to school dances, making new friends, fighting with old friends, being bullied, etc.
2. Circle the items on their list that deal with other people and their relationships with them. Review feelings, compromising, problem-solving and conflict-resolution skills. Ask the students how those items have anything to do with the relationship challenges listed on the board. Make sure to highlight that with true personal responsibility, when conflict exists in a relationship, each person bears a part of the problem.	2. Students should be able to see that relationships with others are a challenge and that new challenges have arisen this year. Students should be able to discuss in-depth feelings, compromise, problem-solving and conflict-resolution. They should be able to see that each person in a challenging situation has feelings and that those feelings may differ, that compromise is a positive step to working out challenging situations, and that problem-

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	solving and conflict-resolution skills are necessary to resolve conflict between people.
3. Project or display the *How Am I Responsible* activity sheet. Read the situation and lead the discussion on the questions.	3. Students will be discussing the answers to the questions on the activity sheet. Students should be able to see the importance of problem-solving and conflict-resolution skills in facing new challenges in relationships.
4. Complete the lesson by asking students to come up with relationship situations that may have arisen during the school year and discuss with students in the same manner as with the situations on the activity sheet.	4. Students should be able to present real-life situations and discuss the situations using the same format as the activity sheet.
5. Students will be encouraged to apply and practice the skills discussed during this lesson.	5. Students should apply and practice the skills discussed during this lesson.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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How Am I Responsible?

(Why is it my problem?)

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

   How do you feel? _____

   How do you think your parents feel? _____

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

   _____

   What could you have done differently? _____

   _____

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

   _____

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

   How do you feel? _____

   How do you think your friend feels? _____

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

   _____

   What could you have done differently? _____

   _____

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

   _____

   _____

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

Lesson Title: "Re-Solutioning": Practice Brings Out Our Best **Lesson** 2 **of** 4

Grade Level: 7

Length of Lesson: 2 - 50 minute sessions

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

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

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

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

Materials (include activity sheets and/ or supporting resources)

How Am I Responsible? Activity Sheet
3x5 Index cards in three colors
Scrap paper
Video equipment
How Did We Do – As a Team? (Group Assessment of Process)

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write and perform one scenario demonstrating conflict resolution skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will write scripts for scenarios to be "re-solutioned." One re-solution scenario will be role played for whole class.

Lesson Preparation

Essential Questions: Why is personal responsibility important?

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

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask for volunteers to describe what they observed happening and to project what will happen next (focus on the PROCESS of playing, stopping, re-winding, starting over). Guide students in discovering: • Actors have a script to follow. • In filmmaking, the process of editing and/or re-doing a conflict scenario makes the final result "perfect." • In stage productions, rehearsals are held for weeks before the production opens. • In real-life-action, we don't have the luxury of a script and editing in conflict situations—OR DO WE?	1. Several (4 or 5) students will volunteer to tell about their observation of the play, freeze, re-wind, freeze process. Compare the ability of the VCR to stop when there is a problem with our typical ways of reacting to the challenge of real-life. Contribute by considering the ways people solve conflict on television. {A sidebar: Why do the producers of movies, TV shows, and video games depict violence as a way to solve problems with another person?}
2. Review with students their past learning in regard to conflict resolution, e.g., • **STAR**: **S**top—**T**hink—**A**ct—**R**eview • Steps in the conflict resolution process. • Personal responsibility and problem ownership	2. Students will build on each other's contributions by asking questions or providing more information about prior learning and solving conflicts peaceably, respectfully and productively.
3. Emphasize that we DO have the opportunity to stop our action in order to bring out the best – within ourselves and within the conflict. • Humans are capable of stopping action and starting over • Each person in a challenging situation has feelings and thoughts that may differ from the other's thoughts and feelings about the same situation. (See 6th grade 2.3 lesson) • Problem-solving and conflict-resolution skills are necessary to resolve conflict between people. • Compromise is a positive step toward working out challenging	3. Students will discuss the role of feelings, compromise, and problem solving in the conflict-resolution process. Students will identify a time when they used courage to face-up to a conflict.

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situations • Courage is required when the conflict or problem is between human beings. • Practice will help us be better prepared to say, "Wait a minute! I didn't like the way I said that …I'd like to start over." • In time, and with practice, putting ourselves "in check" will become more natural in our real-life action scenarios. • R-E-S-P-E-C-T is at the heart of the motivation to bring out the best—within us and within the re-solution of the conflict.	
4. Reminder and Review of 6th grade lesson: Students will need the sixth grade 2.3 Activity Sheet *How Am I Responsible?* (If students monitor year-to-year growth by keeping completed Activity Sheets in a "portfolio"—ask them [before the lesson] to have their portfolios available for this lesson. If they do not have portfolios [and as a back-up for those who forget or can't find portfolios], copy the 6th grade 2.3 activity sheet *How Am I Responsible?* [attached]). Emphasize empathy and re-storying as critical aspects of personal responsibility in the problem-solving process.	4. Remind students to bring their completed 6th grade GLE 2.3 activity sheet *How Am I responsible?*
5. Ask 3-4 students to (voluntarily) share relationship situations they have experienced since completing the activity sheet in 6th grade and the ways the process helped to "re-solution" the conflict.	5. Students will review and refresh their thinking about resolving conflicts and will volunteer to share a personal situation in which using the problem solving procedure resulted in a stronger relationship.
6. Peer, Parents, and Teachers: Re-solutioning conflict in relationships with Peers, Parents, and Teachers. • Assign students to teams of two. Give each team three (3) index	6. Students will actively participate in work of team via such activity as: • Contributing real-life conflict scenario(s) with peers, a parent, or a teacher.

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cards—one each of three different colors (e.g., yellow, green, blue), • Students will develop three brief real-life conflict scenarios in which the solution applied is hurtful to all. The first scenario will be a real-life peer conflict, the second, a real-life conflict with a parent (or parents) and the third, a real-life conflict with a teacher. • Write the completed scenarios on the cards: **Peer conflicts**--yellow cards; **Parent(s) conflict**--green cards **Teacher conflict**--blue cards. (**Note: colors are suggestions rather than mandates.)** • Scenarios will be put in stacks by color, shuffled (by color), and one of each color (3 cards total) will be given to each team.	• Volunteering to write scenarios on cards.
7. Becoming filmmakers: Join two teams together (new teams of four). From the six scenarios the new teams will have, the team will select the "best" scenario for each color (Peer, Parent, Teacher). • Cut six slips of paper; write "Parent" on two, "Peer" on two, and "Teacher" on two. Each team will draw one slip of paper from "hat"—this will identify which of the relationships each team will use as the basis for its film. • In final analysis, enacted + re-enacted scenarios will total 11.5 minutes or less. "It's a wrap!" will include: two scripts – one for the scenario with a non-productive and hurtful solution and the second, for the re-enacted scenario with a respectful and productive solution. The final scripts will include characters, setting, props, dialogue, and description of actions—everything that will be needed for	7. Students will work with other team members to make decisions about what to include in scenarios

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production of the scenarios. • The following steps will be followed: ▪ All team members read and write "first thoughts" about story line, the characters and conflict resolution. ****This is a good place to end the lesson for this day to be continued on another day.** Ask each student to think about his or her team's scenario and to write "first thoughts" before the next class. **DAY TWO:** 8. Review Day One and "homework" task: Writing "First Thoughts (above). ▪ "First Thoughts" will be shared with Team and, as appropriate, incorporated into the team discussion and decision-making about the development of each scenario. The application of skills learned in prior lessons will be a part of this discussion. ▪ Scenario dialogues will be developed with all team members contributing. ▪ Cast of characters and descriptions will be developed; characters will be cast in roles. ▪ Read-through(s)—Once scripts are developed and the cast of characters known, scenarios will be read through by characters to get the feel of the flow and to modify scripts as needed. After each read, team members will talk about scenario and problem solving processes depicted in scenario. ▪ Blocking of action and character movement. After several oral read-throughs and additional modifications made to scripts, action will be blocked. During this "step" movement of the characters in each scenario is determined. ▪ Rehearsals will provide additional	8. Students will have their "First Thoughts" written and ready to discuss with team members. Students will work collaboratively, cooperatively and cheerfully with other Team Members to develop scenarios for production.

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opportunity for modifications to occur. ***Please note**: time availability will determine how much of the above will be implemented and whether or not the filming will actually take place. The strategies leading to the filming can be used to develop an understanding the relationship between "practicing" and the "re-solutioning" of a conflict/problem-solving situation. Practice in a safe environment makes it easier to re-solution conflict situations as they arise in real life.*	
9. Becoming problem solvers in the process of filmmaking: It is inevitable that conflicts and problems to be solved will emerge during the process of students working as a team. Establish the process of "meta-processing" as a required part of any team meeting. Learning to view "meta-processing" as an expected part of the team's agenda—first item as well as last—will help students develop skills to work positively with conflict when it occurs. Positive and productive problem solving fosters relationships that promote self-respect and respect for others AND greater team productivity (see Group Assessment Process [attached]).	9. Students will demonstrate courage by taking the risk to initiate and/or participate in meta- processing with the mind of a researcher—open curiosity.
10. Filmmaking? Maybe Yes; Maybe No. If you must end this lesson before the scenarios can be filmed, gain closure by having students "act out" scenarios in your classroom as well as in the classrooms of early learners. Use the checklist provided as a means for self-assessment, peer assessment and educator assessment.	10. Students will participate in assessment event as enactors or observers.

Teacher Follow-Up Activities

The opportunities for collaboration with the classroom teacher are endless. For example, if the counselor has provided the classroom teachers with an overview of curriculum framework and this lesson, the teacher will be able to use the concepts and skills developed during the Guidance

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Lesson(s) when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

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How Am I Responsible?

(Why is it my problem?)

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

   How do you feel?_____

   How do you think your parents feel?_____

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

   _____

   What could you have done differently? _____

   _____

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

   _____

   _____

   _____

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

   How do you feel? _____

   How do you think your friend feels? _____

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

   _____

   What could you have done differently? _____

   _____

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

   _____

   _____

   _____

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

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

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

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

Explanation:

Examples of accomplishments:

Level of Participation:

I felt listened to:

My contributions:

I listened to others:

Other team members listened to all other team members:

What I liked/appreciated about our team work:

What I would change if I were doing this over:

In order to make change, I need:

It would help me to be more productive if:

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Unit # 3 Title: Conflict Re-solution….I Am Part of the Solution

Lesson Title: My Conflict Shield **Lesson** 3 of 4

Grade Level: 8

Length of Lesson: 30-45 minutes

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

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

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)

Note cards cut in half with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)
Wrapped candy
Blank paper which students will fold into thirds
Blank paper for making conflict shields
Colored Pencils/Markers

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

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.

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.
Class discussion and worksheet will provide assessment.

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

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

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Pair students using "Famous Couples with Conflict Cards".	1. Students will find their "mate" and sit together.
2. Ask pairs to fold blank paper into thirds. On the first section the student pairs will create one list of skills that they use when in conflict. In the second section ask pairs to create another list of skills that they have seen used successfully, but they have not used themselves. In the third section ask student pairs to create a list of skills that they wish they could develop. Each list must have at least 5 items.	2. Students will work together to create the lists that are described.
3. Ask pairs to share their lists with the class. Instructor will make a comprehensive list on the board for later use.	3. Students will share their lists and compare with others.
4. Keep the students in pairs and pass out another sheet of blank paper. Ask students to draw a shield and break the shield into 12 large parts by drawing lines. Ask the students to title the shield across the top of the paper (not on the shield) "My Conflict Shield". (It may be helpful if a sample of the shield is displayed to help students understand how to do this.)	4. Students will design a shield worksheet.
5. Ask students to review their lists from earlier or use the list on the board to complete the shield with 12 skills that they believe to be the most useful in conflict resolution. There will be skills that they believe should be on the shield but do not have room for. They must decide the 12 most important and list only 12.	5. Students will decide which 12 skills are the most useful in conflict resolution.
6. Ask students to then color the sections of the shield that list the skills in which they are "excellent" in using. Emphasize to them the importance of being honest with themselves and that this is an exercise in self-awareness and improvement. Remind	6. Students will color the shield accordingly with the goal of being honest with themselves and looking to ways to improve.

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them that no one is perfect at conflict resolution and we all can continue to develop our skills. Have them discuss their decisions with their partner and decide how they can become better at the skills that are left white.	
7. The students that displayed effort during the exercise will be allowed to consume the candy.	7. Students that receive approval from the teacher may eat their candy to celebrate self-awareness and the creation of plan to grow personally.
8. Ask the teacher if the shields can be laminated/protected and displayed inside or outside of the classroom for review.	

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Unit # 3 Title: Conflict Resolution….I Am Part of the Solution

Lesson Title: Put Yourself in Check **Lesson** 4 **of** 4

Grade Level: 8

Length of Lesson: 45 minutes

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

Grade Level Expectation (GLE):
PS.2.C.08: Exhibit awareness of personal responsibility in conflict situations.

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)

Put Yourself in Check Worksheet

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

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

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

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

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

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

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

Engagement (Hook): Announce, "I need 2 volunteers." After selecting volunteers, ask them to spontaneously role-play a common conflict among 8th grade students. (Be prepared with a few suggestions for them to choose from if they cannot think of one on their own.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask students to think of a recent situation where they were involved in a conflict. It can be with a boyfriend/girlfriend, family member, someone at school, teacher/principal, someone in the neighborhood, etc.	1. Students will remember a recent conflict. They need to focus on the cause/purpose, the initial events, the escalation point, the intervention (if any), the final event, and the resolution.
2. Pass out the *Put Yourself In Check* worksheet. Ask the students to write a brief description of the recent conflict using the focus points in the student involvement section.	2. Students will write a brief description of the conflict using the focus points above.

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3. Have the students list the feelings and reactions that they experienced during the conflict (examples include sweating, anger, making a fist, heart pounding, walking away, frustration, hurt, disappointment, etc.). Ask the students to determine whether the action was appropriate/responsible or inappropriate/irresponsible for that particular situation.	3. Students recall feelings and reactions that they experienced during this conflict. They list these feelings and then determine if the feeling or reaction was appropriate/responsible or inappropriate/irresponsible for that particular situation.
4. Have students turn to a neighbor and discuss the situation, their reactions and their responses to their reactions. Each student should provide input to the other.	4. Students will share their situation and reactions with a neighbor and using active listening skills, the neighbor will respond to the reactions.
5. Select students to share their situation and reactions with the class. For any reactions that may have been inappropriate, discuss what the appropriate and responsible action would have been and how the situation may have been different.	5. Participate in discussion by realizing and expressing different reactions that might have led to a different result. Students must begin to realize how personal responsibility in conflict can change the outcome and is a valuable tool in the growing-up process.
6. Ask for student volunteers to role-play another typical conflict but this time to use interpersonal skills and personal responsibility to resolve the issue.	6. Student volunteers will practice skills learned in class in front of peers.
7. Discuss the differences between the conflicts at the beginning of the class and those at the end of the class.	7. Students will become aware of the benefits of accepting responsibility and using interpersonal skills in resolving conflict.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Put Yourself In Check

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

The cause/purpose:

_____

_____

The initial events:

_____

_____

The escalation point:

_____

_____

The intervention (if any):

_____

_____

The final event:

_____

_____

The resolution (if any):

_____

_____

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

	Responsible/ Appropriate	Irresponsible/ Inappropriate
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

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5. _____ _____ _____

6. _____ _____ _____

7. _____ _____ _____

8. _____ _____ _____

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

_____

_____

_____

_____

_____

_____

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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: Conflict Re<u>solution</u>–I am part of the <u>Solution!</u> Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 30 – 50 minutes each

ESSENTIAL QUESTIONS:
1. Why do I need to take responsibility?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply concepts of personal responsibility to at least two scenarios.		PS.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. PS.2.C.07: Practice problem-solving and conflict-resolution skills. PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.		SL.6.1 L.6.1 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4 Level 2 Level 2
2. The student will write and perform one scenario demonstrating conflict resolution skills.		PS.2.C.06 PS.2.C.07 PS.2.C.08		W.7.3 W.7.4 W.7.5	P/SD A	Level 4 Level 2 Level 2

				SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.5		
3. The student will create a "conflict shield" which lists 12 skills most useful in conflict resolution and identify the skills they are "excellent" in using.		PS.2C.06 PS.2.C.07 PS.2.C.08		SL.8.1 L.8.1 L.8.3	P/SD A	Level 4 Level 2 Level 2
4. The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.		PS.2C.06 PS.2.C.07 PS.2.C.08		W.8.3 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 4 Level 2 Level 2

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

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3 4	See Lessons: 6th Grade Lesson # 1: My Problem…Your Problem…Our Problem 7th Grade Lesson # 2: "Re-Solutioning": Practice Brings Out Our Best 8th Grade Lesson # 3: My Conflict Shield 8th Grade Lesson # 4: Put Yourself in Check

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	__X____ Structured Overview Ls. 1 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X____ Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3, 4	__X____ Problem Solving Ls. 3, 4 _____ Case Studies _____ Reading for Meaning _____ Inquiry __X____ Reflective Discussion Ls. 1 _____ Writing to Inform __X____ Concept Formation Ls. 2 __X____ Concept Mapping Ls. 2 __X____ Concept Attainment Ls. 2 _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __X____ Simulations Ls. 1, 2, 4 _____ Games __X____ Storytelling Ls. 2 __X____ Focused Imaging Ls. 4 _____ Field Observations __X____ Role-playing Ls. 2, 3 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X____ Role Playing Ls. 2, 3, 4 _____ Panels __X____ Brainstorming Ls. 3 _____ Peer Partner Learning __X____ Discussion Ls. 1, 3 _____ Laboratory Groups __X____ Think, Pair, Share Ls. 2, 4 __X____ Cooperative Learning Ls. 2 _____ Jigsaw __X____ Problem Solving Ls. 1, 2, 3, 4 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level: 9-12

Number of Lessons in Unit: 7 (2 lessons per grade level 9th-11th)

Time Required for each lesson: 30-45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

9th Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

- Pens
- Pencils
- *The Clique* student handout

9th Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

- 2-dozen multi-colored balloons inflated
- 2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
- Thumbtacks (optional)
- Colored pencils or markers
- Common pin (safety)

10th Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

- Pens
- Pencils
- *Listening Stems* activity sheet for each pair of students

10th Grade: Lesson # 4 - Origins: A simple word game (for use in human relations trainings)

This lesson is an adaptation of a lesson from www.tolerance.org (see lesson plan).

Materials/Special Preparations Required

- Timer
- Handouts printed on two different types of colored paper
- Three judges
- *Origins: A Simple Word Game for Use In Human Relations Training* handout
- *What Do These Words or Phrases Mean* handout

11th Grade: Lesson # 5 - Using Negotiation to Settle Difficulties

Materials/Special Preparations Required

- Black/White Board or an overhead projector
- Index cards
- Pens
- Pencils
- *Negotiating Skill Components* handout

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11th Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musician
- Scottish Storyteller/Bagpipe player
- Square Dancers

Performance Areas with chairs and adequate space
Signs for each location
A/V equipment as needed
Publicity
Thank-you notes

12th Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

Managing Conflicts worksheet
Alternative for Solving Conflicts handout
Pens
Pencils

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.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. (DOK Level - 2)
PS.2.B.09: Explore cultural identity and world views within the community. (DOK Level - 2)
PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. (DOK Level - 3)
PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships. (DOK Level - 3)
PS.2.B.10: Promote acceptance and respect for cultural differences within the global community. (DOK Level - 3)
PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. (DOK Level - 3)
PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships. (DOK Level - 3)
PS.2.B.11: Exhibit respect for different cultures and points of view. (DOK Level - 4)
PS.2.C.11: Accept personal responsibility in conflict situations. (DOK Level - 4)
PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. (DOK Level - 4)
PS.2.B.12: Advocate respect for individuals and groups. (DOK Level - 4)
PS.2.C.12: Utilize and accept personal responsibility in relationships with others. (DOK Level - 4)

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American School Counselor Association (ASCA) National Standard:

Personal Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

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

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment 6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 4. Principles of movement and physical fitness 5. Methods used to assess health, reduce risk factors, and

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		avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Unit Essential Questions:

Why is it important to embrace diversity?

Unit Measurable Learning Objectives:

The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.
The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.
The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.
The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.
The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.
The student will demonstrate at least one negotiating skill in a role play situation.
The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……
The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Demonstrations; Guided & Shared)
__X__ Indirect (Problem Solving; Reflection Discussion; Writing to Inform)
__X__ Experiential (Simulations; Games; Role-playing)
__X__ Independent Study (Journals, Research Projects)
__X__ Interactive Instruction (Role-playing; Peer Partner Learning; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Brief Summary of Unit:
Standard PS2 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 other 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.

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

1. Knowledge of interpersonal skills that will help maintain quality relationships
2. Knowledge of strategies that promote acceptance and respect of others within the global community
3. An awareness of personal responsibility in conflict situations

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Unit #1 **Title:** Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: The Clique **Lesson** 1 of 7

Grade Level: 9

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 Expectations (GLEs):
PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships
PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills

American School Counselor Association (ASCA) National Standard:
Personal Social Development
A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions, set goals and take necessary action to achieve goals**.**

Materials (include activity sheets and/ or supporting resources)

Pens
Pencils
The Clique student handout

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem

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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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a reflection on his/her experience with cliques including at least two advantages and two disadvantages of cliques.

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.

At the conclusion of the lesson, students will write a reflection on their experiences with cliques. The reflection will be a first person narrative that will include the following:

- The setting (time, place, members of the clique)
- Scenario (e.g. event describing the actions of the clique)
- Overall thoughts, feelings, and any subsequent action as a result of the event
- Advantages/Disadvantages of being a member of a clique
- Advice to younger students regarding clique membership

Lesson Preparation

Essential Questions:

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

Engagement (Hook):

Instructor will read the story *The Clique* to students. (See attachment)

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor distributes the story, *The Clique*, as a referral source for students.	1. Students refer to the story as needed
2. Instructor will lead a discussion by posing the following questions: • From whose point of view is the story written? • How might the perspective of an outsider change the story? • What are the problems in the story? • Why does Joyce feel pressured by Wanda in her group? • Why did Joyce enjoy her friendship with Saundra at first? • Is it ok to want to be alone sometimes? • What is peer pressure? • Have you ever been in a similar situation? How did you handle it? • If Wanda were telling the story, what would she emphasize?	2. Students will participate in discussion.
3. Instructor directs students to write a reflection on their reaction to the story and their own experiences with cliques. (Instructor may want to use discussion questions above as prompts).	3. Students write a personal reflection on their reaction to the story and a short narrative describing their own experiences with cliques (see formative assessment for guidelines).

Teacher Follow-Up Activities

- Instructor reflects on how cliques have affected his/her life and leads discussion on how they have affected the lives of the students.
- Classroom teacher is encouraged to be aware of cliques and to address issues of exclusivity.

Counselor reflection notes (completed after the lesson)

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The Clique

Joyce has just moved to the city and feels lucky that she has found a friend, Saundra. They like to do the same things and have fun together, but each allows the other freedom to go her own way. Joyce also meets Wanda, the leader of a group of young women who seem to have a lot of fun. Joyce is accepted into the group and is swept along with Wanda and the camaraderie. Eventually, the group asks Joyce to give up her friendship with Saundra and do some things Joyce thinks are wrong. The group has planned to visit a shopping mall on Saturday and “take” a few things. When Joyce tells the others that she plans to stay home, Wanda tells her that she must go if she wants to stay in the group. What would you do if you were Joyce?

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Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Bursting Stereotypes **Lesson** 2 of 7

Grade Level: 9

Length of Lesson: 30 - 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectation (GLE):
PS.2.B.09: Explore cultural identity and world views within the community

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals.
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

2-dozen multi-colored balloons inflated
2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
Thumbtacks (optional)
Colored pencils or markers
Common pin (safety)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.

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.

Ask students to write in their journals a reflection on what did they learned about "bursting stereotypes." What actions will each individual take to continue "bursting stereotypes?"

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Lesson Preparation

Essential Question:
Why is respect for others important?

Engagement (Hook):
Walk into room popping balloons (alert other teachers so they know to expect the noise).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Before starting the lesson, cut paper for sentence strips (paper or tag board cut to lengths approximately 2 inches wide and 12 inches long), and inflate about two dozen small balloons. Store inflated balloons in a plastic trash bag in a closet. Or Cover a classroom bulletin board with white paper. Spread colorful balloons over the bulletin board; use thumbtacks to attach each balloon. This bulletin board is sure to arouse students' curiosity if it is left up for a couple of days prior to the activity.	
1. Divide chart paper or blackboard into two columns by drawing a vertical line down the middle of the chart, creating a two column chart. Write "man" at the top of one column and "woman" at the top of the other.	1. Have students set up a piece of writing paper in the same way as you (i.e. two columns)
2. Ask students to write words or phrases that describe the qualities or characteristics of a man or woman under the appropriate column. Give students several moments to write down their ideas. Examples: • Man – tough, don't cry, sports, breadwinner, strong, policeman, and doctor. • Woman – emotional, nurturing, weak, cries, shops, child care, nurse, and teacher.	2. Students will write the words or phrases in what they view at the appropriate column

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3. Arrange students into small groups and ask them to share their lists. Give each group two minutes per column to brainstorm additional words or phrases.	3. Students share their individual lists and brainstorm additional adjectives. A common consensus list will be developed by each team.
4. Bring the class back together to create a master list of the adjectives students used to describe men and women. Write the adjectives on the chalkboard or chart paper.	4. Each group will share its consensus list
5. Instructor asks some of the following questions: • Are you happy with the master list that we have created? Do you see any changes you would like to make to the lists? • Are there terms that do not belong under the heading they are under? Are there any terms that might fit under both headings. • Is it fair to say that all men _____ or that all women _____?	5. Students will participate in the discussion.
6. Write the word "stereotype" on the chalkboard or chart. Ask students if they know what the word means. Share with the students the dictionary definition. (Definition: Noun: an overly simple picture or opinion of a person, group, or thing. Example: It is a stereotype to say that all old people are forgetful.)	6. Students share their definitions of the meaning of stereotype.
7 Share the following phrases with students: • Men are better at math than women • All politicians are crooks • African-American men are the best basketball players. • Asian men are born to be scientists Ask students to share their reactions to the list above and the master list. What do they observe i.e.: commonalities and differences? Are the statements true? What evidence did students use to form their opinions about the lists? Is it fair to make these sweeping	7. Students participate in discussions.

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generalizations about groups of people?	
8. Send students back to their small groups and ask them to come up with additional stereotypes about people they have heard.	8. Students write down additional stereotypes.
9. Bring class back together to share ideas. Write each stereotype on a sentence strip. Examples that you may see: • Computer kids are geeky. • Young kids are noisy. • If you wear glasses you are smart. • Poor people are lazy. • Women are better cooks than men. • Boys are more athletic than girls. • Asians excel in math and science. • Blondes are dumb. • Doctors are rich. • Tall people are great basketball players. • Native Americans live on reservations. • All Americans love baseball.	9. Students share stereotypes and write each one on a sentence strip.
Bursting Stereotypes 10. Instructor produces bag of balloons. Have each student holding a sentence strip come to the front of the room and read his or her statement aloud. • Hold up a balloon as the student calls on classmates to refute the stereotype. • Once satisfied that the stereotype has been blasted, pop the balloon with common pin(s). **Or** • Instructor stands by the colorful balloon bulletin board. • Ask each student to read her or his sentence strip aloud and staple/tape it next to a balloon on the bulletin board.	10. Students will participate in activity.
11. When task is complete, lead a class discussion about each stereotype.	11. Students will participate in discussion. Following discussion students will write in their journals describing new understandings as they relate to stereotypes and changes they will make in their lives to help "burst stereotypes."

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Teacher Follow-Up Activities

The teacher might want to take a look at information about stereotypes that can be found on the Internet. Such information might be incorporated in future lessons or discussions.

Counselor reflection notes (completed after the lesson)

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Unit #1Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Listening Exercise **Lesson** 3 of 7 (Total High School Lessons)

Grade Level: 10

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 Expectations (GLEs):
PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.
PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.

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

Materials (include activity sheets and/ or supporting resources)

Pens
Pencils
Listening Stems activity sheet for each student

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 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 1. Explain reasoning and identify information used to support decisions

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

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

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	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a journal entry identifying at least one action he/she can take to improve communication in one of his/her relationships.

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.

Assessment will be via classroom discussion and personal journal entries.

Students will complete a journal entry regarding communication in relationships.

Lesson Preparation

Essential Questions:
What does a quality relationship look like and how is it maintained?
What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):
Instructor will construct a story with a number of specific details and play the "Telephone Game" where each student hears and repeats the story to the next person.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor divides the group of students into pairs with each pair facing each other.	1. Students get into pairs, face each other, and determine who will be the first speaker and listener.
2. Instructor will distribute the *Listening Stems* activity sheet to each student. The instructor directs the speaker to talk to the listener for approximately 3 minutes, using the sentence stems as a stimulus. The instructor explains that the listener	2. Students will complete instructions given by instructor.

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should actively listen. When the speaker is finished, the listener should repeat to the speaker what he/she heard the speaker say. The speaker may challenge, correct, or accept the listener' perception.	
3. Instructor asks partners to reverse roles and gives the same instructions for the exercise.	3. Students reverse rolls and repeat listening activity.
4. Students and instructor will engage in a conversation focusing on communication problems, such as not listening, jumping to conclusions, and making assumptions. The instructor's guidance will include prompts to help students understand how interpersonal difficulties can arise and can create life-long rifts in relationships.	4. Students will actively engage in discussion – asking and responding to questions.
5. Lesson will culminate in a personal journal entry. Students will identify what they will do differently to improve communication in a specific relationship. The following questions may be used as journal prompts: • As a listener, did you have trouble repeating what your partner said? • Did you, as a listener, want to interrupt the speaker? • How would you evaluate your listening skills? • What did you learn about yourself?	5. Students will create an entry in their journals. See Formative Assessment for prompt.

Teacher Follow-Up Activities

Classroom teacher will be encouraged to reinforce concept that a good listener can help make and keep friends.

Counselor reflection notes (completed after the lesson)

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Listening Stems

Name: _____ Date: _____

I get angry when…_____

_____

I am happiest when…_____

_____

I am afraid when…_____

_____

I hold back my feelings when…_____

_____

I feel sorry for myself when…_____

_____

I avoid…_____

_____

I wish…_____

_____

I would like to learn more about …_____

_____

I get most irritated when…_____

_____

I care about…_____

_____

I get most excited about…_____

_____

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Unit #1 **Title:** Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Origins: A Simple Word Game For Use In Human Relations Trainings **Lesson** 4 of 7
Grade Level: 10

Length of Lesson: 30 - 45 minutes

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

Grade Level Expectation (GLE):
PS.2.B.10: Promote acceptance and respect for cultural differences within the global community

American School Counselor Association (ASCA) National Standard:
Personal Social Development

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

Materials (include activity sheets and/ or supporting resources)

Timer
Three judges
Instructions for "Origins: A Simple Word Game for Use in Human Relations Training
Definitions: Origins: What do these words or phrases mean?
Activity Sheet: Origins: What do these words or phrases mean?

Information pertaining to this activity may be found at the following location:
Teaching Tolerance
400 Washington Avenue
Montgomery, Alabama 36104
www.tolerance.org www.teachingtolerance.org

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 7. Evaluate the accuracy of information and the reliability of its sources
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)**

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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.

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.
Subjective observation of the activity.

Lesson Preparation

Essential Questions:
Why is respect for self and others important?
Engagement (Hook):
Music and publicity over the announcements reflecting respect.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Note: The specific instructions for this lesson may be found on the *Origins: A Simple Word Game for Use in Human Relations Training* handout. In advance, decide which words will be used for each round. Copying the word lists for each round on different colors of paper (e.g. Round One on yellow paper—Round Two on blue).	

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Choose three students to be judges and give each judge a set of instructions; put remaining students in groups of 5 - 6 people.	
1. Put words/phrases for Round One face down on the table and inform students they will have 4 minutes per round. Start the timer with 4 minutes.	1. Students will thoughtfully participate in "Origins" as either group participants or judges. For each round, students will give the common usage and origins of the words or phrases.
2. At the end of four minutes, students are instructed to put down their pens. Ask each group to read the answers for the first word. After each group has answered, read the explanation from the definition sheet. Each judge records the score on his or her score sheet. Continue activity with each word or phrase.	2. Students must come up with an answer even if they have never heard of the word or phrase. The judges will assign the points for each round.
3. Closure: Have students do a two-minute private writing regarding their thoughts and feelings as they discussed the words. Ask students to share their thoughts. Encourage students to monitor their words to show respect for others.	3. Students will complete a thoughtful 2 minute-writing in their journal. Students may volunteer to tell the class one of his/her thoughts.

Teacher Follow-Up Activities

Instructor gives students an opportunity to create other words that may have similar meanings as those expressed in the activity.

Counselor reflection notes (completed after the lesson)

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TEACHING TOLERANCE
www.teachingtolerance.org

Instructions for Origins: A Simple Word Game for Use in Human Relations Training

Note to Instructor:

You need an inexpensive kitchen timer for this activity. Copying sheets on colored paper will make it easier for you to keep the question sheets for each round together. After handing out the instructions below to three randomly selected judges, the instructor does not need to do anything.

Instructions to Judges:

1. Put students in groups of 5-6 people.
2. Put questions for Round 1 face down at tables; start the timer with 4 minutes.
3. At the end of 4 minutes, tell the students to put down their pens. Ask each group to read its answer for 1. After each group has answered, read the answer from the definitions sheet. Each judge records the points on her/his score sheet. Continue doing this with each question. No one can challenge the judges' scores or ask to see the score sheets.
4. Repeat #2 with questions for Round 2, etc.
5. Add each judge's points on the board after each round and announce winners.

Instructions to Groups:

Each group will have 4 minutes for each round. For each round, give the common usage and origin of words or phrases on the sheet. You must come up with something even if you have no idea what it means. There are two possible points for the common usage and three possible points for the origin of the word or phrase. The judges will assign the points for each round.

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Activity Sheet: *Origins*: What Do These Words or Phrases Mean?

(Adapted from Sudie Hofmann's introduction to "*Origins".*
http://www.tolerance.org/teach/activities/activity.jsp?ar=657)

The word game *Origins* reveals the history and prejudice of many words or expressions commonly used in the United States. We use these words or phrases everyday without thinking about their original meaning. If we knew the origin of the words, would we use them? This game will help you decide for yourself.

Following is a list of words – Describe their common usage and their origins (if you don't know the usage or the origin, make up something that seems "right").

General Rules: Three judges will be selected from the class; the rest of you will work in small groups. There will be two rounds (your instructor will tell you which words from the list are included in each round); during each round you will have four (4) minutes to work together and write the common usage and origin for the designated words (you MUST write an answer -- even if you have no idea of the meaning or origin—make one up!); at the end of four (4) minutes, groups will report their answers.

Earning Points: Two (2) possible points for the common usage; three (3) possible points for the origin of the word or phrase. Judges will award points.

At the end of each round, the judges will read the actual definitions and origins of the terms from the key.

1. Gypped

Common usage: _____

Origin: _____

2. **Jew you down**

Common usage: _____

Origin: _____

3. Mulatto

Common usage: _____

Origin: _____

4. Lame

Common usage: _____

Origin: _____

5. Hick

Common usage: _____

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Origin: _____

6. Evil eye

Common usage: _____

Origin: _____

7. Iron Maiden

Common usage: _____

Origin: _____

8. Indian giver

Common usage: _____

Origin: _____

9. Paddy Wagon

Common usage: _____

Origin: _____

10. Russian roulette

Common usage: _____

Origin: _____

11. Hag

Common usage: _____

Origin: _____

12. Chinese fire drill

Common usage: _____

Origin: _____

13. Chinese home run/Harlem home run

Common usage: _____

Origin: _____

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14. Jaywalking

Common usage: _____

Origin: _____

15. Bury the Hatchet

Common usage: _____

Origin: _____

16. Bedlam

Common usage: _____

Origin: _____

17. Corny

Common usage: _____

Origin: _____

18. Hold down the fort

Common usage: _____

Origin: _____

19. Welsh (verb)

Common usage: _____

Origin: _____

20. Low person on the totem pole

Common usage: _____

Origin: _____

21. Indian summer

Common usage: _____

Origin: _____

22. Dutch bargain

Common usage: _____

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Origin: _____

23. Dutch treat

Common usage: _____

Origin: _____

24. Redneck

Common usage: _____

Origin: _____

25. Gypsy Cab

Common usage: _____

Origin: _____

26. On the Warpath

Common usage: _____

Origin: _____

What do you think? Now that you know the origins of these words and phrases, will you continue to use them? What words might you use instead?

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Teaching Tolerance
www.teachingtolerance.org

Definitions: *Origins*: What Do These Words or Phrases Mean?

1. GYPED
Common usage: One has been cheated.
Origin: Belief that Gypsies (Hindu people from East India & Balkan states) will cheat you or steal from you.

2. JEW YOU DOWN
Common usage: Hard negotiation to lower a price.
Origin: Belief that Jewish people are cheap and unethical in business. Longstanding literary references promote stereotypes that relate Jewish people to the practices of money changing usury.

3. MULATTO
Common usage: One African American parent and one White Parent.
Origin: Spanish word for a mule, which is the sterile offspring of a horse and a donkey. There is some evidence that it is also an Arabic word.

4. LAME
Common usage: A statement or behavior that is foolish or not well reasoned.
Origin: Belief that someone with a disability is incompetent of stupid.

5. HICK
Common usage: To describe something that is unsophisticated, outdated or stupid.
Origin: 16th century nickname for the given name Richard. Refers to a person who lives in the country.

6. EVIL EYE
Common usage: Evil or dirty look.
Origin: Belief in Europe and the Middle East that women could possess and evil eye, especially common in European witch trials.

7. IRON MAIDEN
Common usage: Tough, humorless woman.
Origin: Large metal enclosure coffin shaped and lined with iron spikes. Used during witch trials to torture and kill woman suspected of being witches.

8. INDIAN GIVER
Common usage: Taking back a gift.
Origin: Indigenous American communities had a different concept of ownership; the focus was on sharing or trading. Things given to the colonists by Native Americans may have been reclaimed from colonists if they did not reciprocate.

9. PADDY WAGON
Common usage: Police van.
Origin: Derogatory term for Irish people based on the Irish name of Padaig. Although, in the past, many police officers on the East Coast were Irish, some also contend that this was a cart used to round up Irish immigrants for disorderly behavior.

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10. RUSSIAN ROULETTE
Common usage: Potentially fatal game of dare with a revolver, which applies the concept of roulette.
Origin: Belief that Russian culture is fatalistic.

11. HAG
Common usage: Ugly or old woman.
Origin: Holy woman. Derived from Egyptian heq, meaning matriarchal ruler..

12. CHINESE FIRE DRILL
Common usage: All occupants of a car stopped at a traffic light quickly exit the car, run around the vehicle, and return to the car through the same door.
Origin: Belief that Chinese culture is chaotic ant the implication is that Chinese people are stupid and would run back into a burning building.

13. CHINESE HOME RUN/HARLEM HOME RUN
Common usage: Perceived unfair homerun because of a mythical short fence around the field.
Origin: Stereotype originated in California, based on the reality that Chinese labor was cheap and the expression eventually meant "cheap shot." Sportswriters have also referred to some homeruns as homer foo you, chow mein smash, and egg roll bingle.

14. JAY WALKING
Common usage: Violating pedestrian laws.
Origin: Belief that a jay, a person uneducated about city life, was incapable of crossing the street legally.

15. BURY THE HATCHET
Common usage: To settle one's differences..
Origin: A 14th century British song titled "Hong up then hatchet ant thi knyf." No historical usage by Indigenous people of North America.

16. BEDLAM
Common usage: Noise and chaos.
Origin: Term derived from Bethlehem, a London institution for people with mental disabilities.

17. CORNY
Common usage: Stupid or comical ideas or behavior.
Origin: Belief that rural people, particularly people from farms, are foolish and uneducated.

18. HOLD DOWN THE FORT
Common usage: Stay behind and manage the affairs of the office or home.
Origin: Protect the forts (military term for fortifying the building) of European American colonists against attacks by Indigenous people.

19. WELSH (VERB)
Common usage: Renege on an agreement or promise.
Origin: Nursery rhyme "Taffy was a Welshman, Taffy was a thief." Later extended to refer to English bookies who fled to Wales to avoid paying bettors.

20. LOW PERSON ON THE TOTEM POLE
Common usage: Used by non-Indigenous people to indicate that a person is low in seniority or significance in an organization.

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Origin: American Indian culture and positions of clan members on a totem, e.g. Bears on the bottom for strength and Eagles on the top for flight. Balance and equality were stressed.

21. INDIAN SUMMER
Common usage: Unusually warm days in the fall.
Origin: Belief that American Indians engage in deceit and trickery in their dealings with British colonists. Indian Summer is a false summer. Indian is used in several contexts to denote something that is cheap or false, witness Indian-giver and Indian-corn. Also supporting this idea is the British phrase St. Martin's Summer referring to the same meteorological phenomenon. St. Martin suggests something cheap or false, primarily because dealers in cheap jewelry gathered at the location of London's Church of St. Martin-de-Grand after it was torn down in the 16th century. St. Martin's day is 11 November, which often corresponds to the spell of warm weather. (From http://www.wordorigins.org)

22. DUTCH BARGAIN
Common usage: Appears to be a bargain, but is in fact a bad investment.
Origin: Belief that people from Holland are unethical and will attempt to sell something of little worth to unsuspecting customers.

23. DUTCH TREAT
Common usage: Each person pays for her/himself when out for dinner or entertainment.
Origin: Belief that originated in England and perpetuated the stereotype that people from Holland are uncharitable or cheap.

24. REDNECK
Common usage: A white male who has unenlightened, narrow, and racist views.
Origin: Belief that white men who do day labor (sunburned neck) hold prejudiced views and are uninformed about social issues.

25. GYPSY CAB
Common usage: A taxi cab which picks up illegal fares, i.e. is only licensed to respond to calls but illegally searches the streets for passengers.
Origin: Belief that gypsies (Rumanies – Hindu ethnic group of East Indians living in Balkan states and the U.S.) steal and engage in unlawful activities.

26. ON THE WARPATH
Common usage: Description of someone who is engaging in angry, confrontational behavior.
Origin: Reference to American Indians waging war.

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Wilton, D. (2004). *Word Myths: Debunking Linguistic Urban Legends*. New York: Oxford University Press.
www.members.aol.com/morelandc/haveorigins.htm
www.wordorigins.org

The author is interested in any dialogue regarding this exercise. Linguists recognize that words may have multiple origins and this could be true for any of the words used in the exercise. In addition, if you have suggestions for expanding this exercise, please contact the author (**Sudie Hofmann, St. Cloud State University, St. Cloud, MN)**

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Unit #1 **Title:** Interacting With Others In Ways That Respect Individual and Group Difference

Lesson Title: Using Negotiation to Settle Difficulties **Lesson:** 5 of 7

Grade Level: 11

Length of Lesson: 30 - 45 minutes

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.11: Apply interpersonal skills needed to maintain quality relationships
PS.2.C.11: Accept personal responsibility in conflict situations

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals**.**

Materials (include activity sheets and/ or supporting resources)

Black/White Board or SMART Board
Index cards
Pens
Pencils
Negotiating Skills Components handout

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem

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	8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the *Negotiating Skills Components* worksheet.
The student will demonstrate at least one negotiating skill in a role play situation.

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.
After each role-play, the class will discuss the enactment of scenario and the effectiveness of choices made by participants. Each student will contribute a "helpful hint" for resolving conflict while respecting others. Hints will be compiled into a booklet and distributed to students.

Lesson Preparation

Essential Questions:
What does a quality relationship look like and how is it maintained?
What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):
Instructor will pose the following question: Have you ever done something you knew was wrong

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but you did it anyway due to peer pressure? (Instructor will self-disclose a personal experience from his or her past.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instructor will provide the *Negotiating Skills Components* handout.	1. Students review list of *Negotiating Skills Components* handout.
2. Instructor will select two students to role-play a mock argument in which one student is trying to convince the other to skip school in order to be accepted into a group.	2. Students will volunteer to perform the mock role-play. Be sure to monitor the frequency of participation…to assure that no student monopolizes the time. Others students will watch and note which skills from the *Negotiation Skills Components* worksheet were utilized.
3. Instructor will facilitate a discussion of the role-play and the negotiation skills utilized.	3. Students will participate in discussion of role-play and skills utilized.
4. Instructor will direct students to work in pairs to create new role-plays involving peer pressure (use index cards).	4. Each student pair will develop a role-play and will write the scenario on an index card.
5. Instructor will collect and randomly select scenarios and students to perform role-plays as time permits.	5. Students will role-play selected scenarios incorporating skills from the "Negotiating Skills Component" handout.
6. After each role-play, instructor will facilitate a discussion of the role-play and skills utilized.	6. Students will participate in discussion of role-play the skills utilized and the relationship of role play to real-life conflict situations.

Teacher Follow-Up Activities

Instructor leads discussion on ways in which negotiation techniques can be used to avoid gang violence, and problems between friends, family, and school.

Counselor reflection notes (completed after the lesson)

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Negotiating Skills Components

1. Decide if there is a problem between you and any other person(s).
2. Inform that person(s) about what you think is the problem.
3. Meet face to face to discuss the problem.
4. Listen to each other with open minds.
5. Respect each other's opinions.
6. Take a few minutes to recycle the other person's opinions in your mind.
7. Try to determine why he/she felt that way.
8. Avoid finger-pointing.
9. Work out a compromise that pleases both of you.

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Unit #1 **Title:** Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Diversity Day **Lesson** 6 of 7

Grade Level: 11

Length of Lesson: 90 minutes – one day

Missouri Comprehensive Guidance and Counseling Big Idea:
PS2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
PS.2.B.11: Exhibit respect for different cultures and points of view

American School Counselor Association (ASCA) National Standard:
Personal Social Development

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

Materials (include activity sheets and/ or supporting resources)

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musicians
- Scottish Storyteller/Bagpipe player
- Square Dancers/Square dance caller

Performance Areas with chairs and adequate space
Signs for each location
A/V equipment as needed
Publicity
Thank-you notes

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 4. Present perceptions and ideas regarding works of the arts, humanities and sciences

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	5. Perform or produce works in the fine and practical arts
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	4. Principles of movement and physical fitness
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a reflection form following the performers and speakers answering the following: I learned that_____, I wish I _____, I want to _____, In order to learn more about the cultural traditions I will _____.

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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 complete an evaluation/short reflection of the day utilizing prompts given by the counselor.

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Music and publicity during morning announcements prior to the event.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Form a committee of students and staff to plan the day. • Determine how many class periods and performers are appropriate. • Contact and organize performers and set up performance times. • Design method for assigning classes or student body to various venues. • Publicize event through the web page, flyers, announcements, and school paper. • Set up performance areas.	1. Students will participate in the planning of "Diversity Day" (hour or day) activities.
2. Assist performers as necessary.	2. Student body will participate in "Diversity Day" or hour.
3. Write thank-you notes.	3. After the performance, students will write an evaluations/short reflection of performances to be given to counselor. Students will write an entry in their journals following the prompt provided in the formative Evaluation.

Teacher Follow-Up Activities

Instructor can encourage a deeper understanding of various cultures through research, videos, food, further performances, etc.

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Counselor reflection notes (completed after the lesson)

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Unit #1Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Managing Conflicts **Lesson** 7 of 7

Grade Level: 12

Length of Lesson: 30 - 45 minutes

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.12: Exhibit the interpersonal skills to maintain quality relationships
PS.2.C.12: Utilize and accept personal responsibility in relationships with others

American School Counselor Association (ASCA) National Standard:
Personal Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
B. Students will make decisions set goals and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Pens
Pencils
Managing Conflicts worksheet
Alternative for Solving Conflicts handout

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the following reflection regarding the discussion about student relationships and conflicts:
What did I learn about myself during this activity?

Which of the 6 alternatives for solving conflicts would I like to try more often?

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.
Student Self-Assessment: Students will review their responses to questions on handouts provided.

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Lesson Preparation

Essential Questions:
What does a quality relationship look like and how is it maintained?
What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):
Everyone gets into conflicts, whether they are with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, or a situation managed, or there was just a "clearing of the air." Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you? Share your answer with a partner.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Distribute *Managing Conflicts* worksheet.	1. Students review *Managing Conflicts* worksheet, asking for clarification where needed. Role-playing may be used as a practice opportunity.
2. Direct students to answer questions on the second page of the worksheet.	2. Students ask and answer questions.
3. Facilitate discussion regarding students' relationships and conflicts. The questions on the second page of the worksheet will serve as prompts to "break the ice."	3. Students participate in discussion.
4. Distribute and discuss *Alternatives for Solving Conflicts* handout.	4. Students review and discuss *Alternatives for Solving Conflicts* worksheet.
5. Direct students to answer the following (or similar) questions: What did you learn about yourself during this activity? Which of the six alternatives would you like to try more often?	5. Students respond in writing to the questions.
6. Collect and review worksheets with student responses. Use as means to identify those who may be having difficulty negotiating conflict.	6. Students will hand in responses to worksheets.

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Teacher Follow-Up Activities

Journal and role-play alternatives for solving conflicts. It will reinforce learning for students if they are provided time to use the skills learned in the lesson.

Counselor reflection notes (completed after the lesson)

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MANAGING CONFLICTS

Name:_____Date:_____

Everyone gets into conflicts--with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, a situation managed, or there was just a "clearing of the air." Conflicts can also result in negative feelings that leave us feeling badly about ourselves and others. Has either happened to you?

RESULTS OF CONFLICTS

When hassles are eventually resolved, there are three possible outcomes:

Both people feel hurt: Both people fight (physically or verbally). When this happens, the problem continues. There is no respect for self or others as a result. More than likely, there will be another fight.

One person feels hurt and the other gets his/her way: One person fights (physically or verbally). The other person quits or runs. The problem may be settled, but both people disrespect each other and themselves. The loser may seek revenge or take it out on someone or something else.

No one is hurt: No one fights or argues. Each says his or her position. Each person listens. Alternatives are used to settle the hassle. There is no "loser" or "winner" and everyone maintains respect for others and themselves.

THESE THINGS MAKE CONFLICTS WORSE

Violence (Physical or Verbal): Violence destroys any basis fro compromise and ruins friendships. It rarely deals with the real problem, and usually causes more problems. People don't often forget physical or verbal abuse.

Running Away: Running away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit. People who give in are usually taken advantage of by others.

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Telling on Someone: Telling can make the problem worse. It makes others lose respect for you, and it can indicate you want others to solve conflicts and make decisions for you. However, there are times when telling IS appropriate. If a conflict has the potential of resulting in harm to you or to others it is important to get help from a responsible adult.

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You and Conflict—Tell your story—Begin with a time you used violence, ran away or told on someone when it was not appropriate.

a. What was the conflict?

_____

_____

_____

_____

_____

b. What happened? How did you handle the situation?

_____

_____

_____

_____

_____

c. How did you feel about it?

_____

_____

_____

_____

_____

d. How would you handle it differently if you could do it over?

_____

_____

_____

_____

_____

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Alternative for Solving Conflicts

1. ***Use "I" messages—***State the problem in terms of how it makes you feel; do not place blame on the other person. Example of an "I" message: "I am really hurt when you talk behind my back." Example of a "you" message that places blame: "You are so stupid when you talk behind my back."

2. ***Listen closely—***Let the other person know you are willing to listen to his or her side. Example: "I'm listening," or "Go ahead; I'll listen."

3. ***Get help—***Use others to help solve a problem. A third person can often bring a new perspective or solutions to a conflict.

4. ***Make a deal—***Compromise. Being willing to give in to certain conditions if the other person is also willing can usually be done by making a suggestion.

5. ***Apologize—***Let the other person know you are sorry the conflicts happened, whether you feel you are right or wrong. If you really feel as though you are wrong, you can gain respect from others by apologizing. Example: "We don't seem able to solve this, but I am sorry you feel badly about it. I do too."

6. ***Cool it—***Dropping it is good for cooling off or avoiding no-win situations.

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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: : Interacting With Others in Ways That Respect Individual and Group Differences PS2 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 other 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.	**SUGGESTED UNIT TIMELINE:** 7 Lessons (grades 9-12) **CLASS PERIOD (min.):** 30 – 45 minutes each
ESSENTIAL QUESTIONS: 1. Why is it important to embrace diversity?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.		PS.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. PS.2.B.09: Explore cultural identity and world views within the community. PS.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.		W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C.	Level 2 Level 2 Level 3

		PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.			Students will understand safety and survival skills.	Level 3
		PS.2.B.10: Promote acceptance and respect for cultural differences within the global community.				Level 3
		PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.				Level 3
		PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships.				Level 3
		PS.2.B.11: Exhibit respect for different cultures and points of view.				Level 4

		PS.2.C.11: Accept personal responsibility in conflict situations. PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. PS.2.B.12 Advocate respect for individuals and groups. PS.2.C.12: Utilize and accept personal responsibility in relationships with others.				Level 4 Level 4 Level 4 Level 4
2. The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10. PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

3. The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
4. The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
5. The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the "Negotiating Skills Components" worksheet.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12. PS.2.C.12.		SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
6. The student will demonstrate at least one negotiating skill in a role play situation.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3

		PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		L.11-12.3 L.11-12.5		Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
7. The student will complete a reflection form following the performers and speakers answering the following: I learned that ……..; I wish I……; I want to ……..; In order to learn more about the cultural traditions I will ……		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.10 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
8. The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X___ Direct __X___ Indirect __X___ Experiential __X___ Independent study

	__X___ Interactive Instruction
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6 7 8	See Lessons: 9th Grade: Lesson 1 - The Clique 9th Grade: Lesson 2 - Bursting Stereotypes 10th Grade: Lesson 3 - Listening Exercise 10th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11th Grade: Lesson 6 - Diversity Day 12th Grade: Lesson 7 - Managing Conflicts

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___X___ Demonstrations Ls 5, 6 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 4	___X___ Problem Solving Ls 5, 6, 7 _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2, 4 ___X___ Writing to Inform Ls 8 _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations Ls 1,3 ___X___ Games Ls 4 _____ Storytelling _____ Focused Imaging _____ Field Observations ___X___ Role-playing Ls 5 _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction ___X___ Journals Ls 1, 2, 3, 4 _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___X___ Research Projects Ls 8 _____ Assigned Questions _____ Learning Centers	_____ Debates ___X___ Role Playing Ls 5 _____ Panels _____ Brainstorming ___X___ Peer Partner Learning Ls 3 ___X___ Discussion Ls 3, 4, 5, 6, 7 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___X___ Problem Solving Ls 5, 6, 7 _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: 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
- *Comfy Touch* 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.

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

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

Unit Essential Questions:

Why is 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:

_X_ Direct (Explicit Teaching; Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving)
_X_ Experiential (Games)
___ Independent Study
_X_ 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

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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.

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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
Comfy Touch 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	

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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:**
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.)	1. Students watch and listen as counselor introduces the animals/puppets.
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?"	2. Students might answer: "It feels good, happy, warm, safe…etc."
Counselor: "Let's call this a comfortable touch. Can you repeat that?"	Students repeat the phrase "comfortable touch."
3. Counselor: "What people do you feel comfortable being touched by?	3. Students might answer: "My mom, dad, grandma, teacher, sister, doctor, etc."
4. Counselor: "What kinds of touches make you feel sad, or scared, or mad, or embarrassed, or uncomfortable, or	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

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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.)	is too rough; someone touching my private places…etc."
Counselor: "We call these kinds of touches uncomfortable touches. Students, can you say – uncomfortable touches?"	Students repeat the phrase, "uncomfortable touches."
5. Counselor: "What could you do to keep yourself safe, if someone was giving you an uncomfortable touch?"	5. Students might say, "Run away; tell them to stop; tell your mom; etc."
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.	6. Students internalize the concepts by looking at the take home page as the counselor explains the steps.
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.)	7. Students internalize the lesson concepts by singing the song and doing the actions. The *Comfy Song* is included in the lesson.
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.)	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.
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.	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.).

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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.	10. Students participate in the final activity of the lesson.

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)

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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**

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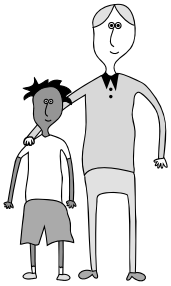
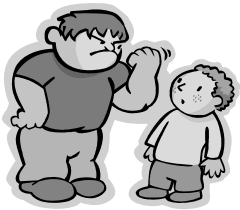
Activity Sheet 2 (Unit I, Lesson 1) Directions: Cut and Paste onto the columns on Activity Sheet 1.

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.** 

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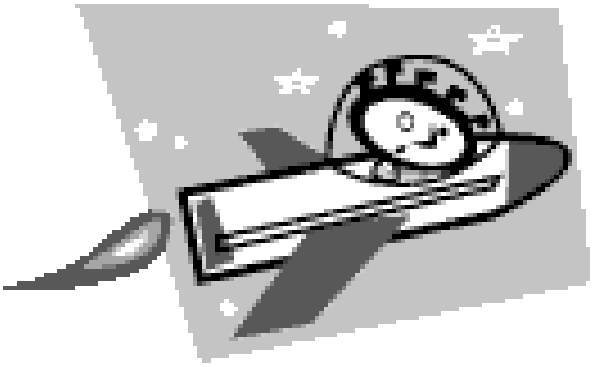
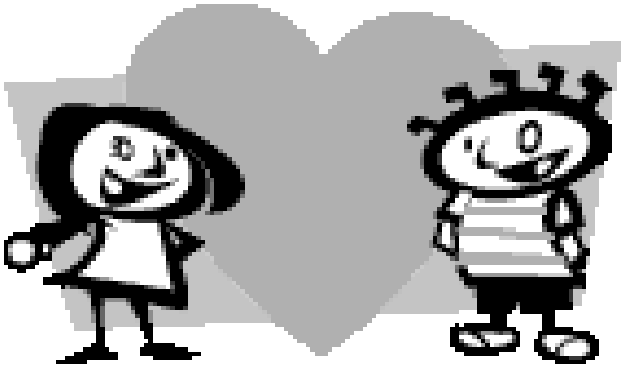
Activity Sheet 3 (Unit I, Lesson 1)

1. Say "No"

2. Get Away



3. Tell Someone You Trust



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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.

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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	

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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:	**Student Involvement/Instructional Activities:**
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.)	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. 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?"	2. Students will most likely respond by saying, "Yes."
3. Counselor: "Okay, the first one says <u>(read first card).</u> Which boy do you think would feel this way? Is this a safe/healthy	3. Students select the appropriate sack.

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choice or an unsafe/unhealthy choice? (Student volunteer places the card in the correct sack.)	
4. Counselor proceeds by reading all the cards following the procedure in step 3.	4. Students continue to select the appropriate sack.
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.	5. Students reach into the bag with cards and pulls out a card.
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.	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.
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."	7. Students place the cards in the appropriate place on the display area.
8. Counselor may close the lesson by asking the students to echo the safe/healthy/happy choice cards as he/she reads them.	8. Students echo the safe/happy/healthy choice cards.

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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)

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

SAFE/HEALTHY

UNSAFE/UNHEATHY

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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.

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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: 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.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why is safety important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify four 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

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

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)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ 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:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture __x___ Explicit Teaching (LS.1) _____ Drill & Practice __x___ Compare & Contrast (Ls. 1, 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	__x___ Problem Solving (Ls. 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___x__ Games (Ls. 2) _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __x___ Brainstorming (Ls. 1) _____ Peer Partner Learning __x___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __x___ Problem Solving (Ls. 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #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 Can Change 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	

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	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:

_X_ Direct (Compare & Contrast)
_X_ Indirect (Concept Formation)
____ Experiential
___ Independent Study
_X_ 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.

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Unit #2 Title: Life-Changing Events

Lesson Title: How Families Change **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.C.0K: Identify different life changes or events.

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)

Paper and drawing materials
Optional – Counselor may choose to bring pictures of the ways that families change to aid in the discussion.

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

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

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

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

Enduring Life Skill(s)

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

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Lesson Measurable Learning Objectives:

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:**
1. Counselor distributes paper and drawing materials and instructs students to draw a picture of their family.	1. Each student draws a family picture.
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.	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. 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	3. Students will review the changes that occur in families.

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our friends talked about?	

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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Unit #2 Title: Life-Changing Events

Lesson Title: Other Changes **(**Life-Changing Events outside of the Family) **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.C.0K: Identify different life changes or events.

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)

Paper and drawing materials
I Can Change song
A picture of a family moving to another home and a picture of a child starting school for the first time.

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		

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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.

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his life will change now that he is going to school?"	
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.)	7. Students respond.
8. Counselor distributes paper and drawing materials.	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.
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."	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).

Teacher Follow-Up Activities

1. Teacher can sing *I Can Change* 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)

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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)

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Family Moving

Child Starting School

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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)

	__x__ Direct __x_ Indirect _____ Experiential _____ Independent study __x__ 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:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast (Ls. 1) idactic Questions emonstrations uided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___x__ Concept Formation (Ls. 1, 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls. 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Following Personal Safety Rules **Grade Level:** 1

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: My Feelings
Materials/Special Preparations Required:
Feelings Game Cards and *Feelings Thermometer* worksheets
SMART Board or chart paper and markers

Lesson 2: What are Comfortable (good) and Uncomfortable (bad) Feelings?
Materials/Special Preparations Required:
Personal Safety Presentation to Students ~~Sheet~~
2 letters for parents
Handout for parents
Safety Rule poster

Lesson 3: Healthy Touches and Private Touches
Materials/Special Preparations Required:
Role-Play Cards
Safety Rule Poster
Pictures of a boy and girl in their swimsuits
Handout of adults students can trust
Who Are Some Adults You Can Trust Activity Sheet

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

Grade Level Expectations (GLEs):
PS.3.A.01: Identify steps of problem solving and decision making for personal safety. (DOK Level 1)
PS.3.B.01: Identify personal safety strategies. (DOK Level 1)

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

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

	Goal 1: Gather, analyze and apply information and ideas
	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

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	others
	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

How do you know when you are in danger?

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Compare & Contrast; Guided & Shared)
____ Indirect
_X_ Experiential (Games; Role Playing)
___ Independent Study
_X_Interactive Instruction (Role Playing; Discussion)

Unit Summative Assessment (acceptable evidence):

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

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

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

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

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Unit 1 Title: Following Personal Safety Rules

Lesson Title: My Feelings **Lesson:** 1 of 3

Grade Level: 1 (This lesson can be adapted to other grade levels K-5)

Length of Lesson: 30-40 minutes

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

Grade Level Expectations (GLEs):
PS.3.A.01: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01: Identify personal safety strategies.

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

Materials (include activity sheets and/ or resources)

Feelings cards (attached)
Feelings Thermometer worksheet (copies for each student)
SMART Board or chart paper and markers

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental

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		health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation:

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

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

Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a *Feelings Thermometer* worksheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the *Feelings Thermometer* worksheet. Students share and discuss their feelings briefly. Help students become aware that	1. Students participate in completing feelings thermometer sheets.

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each of them feels differently in those situations.	
2. After the sheet is completed the counselor asks the students if they can identify the four basic feelings that everyone has at different times or in situations (happy, sad, mad, scared).	2. Students respond (happy, sad, mad and scared).
3. The counselor writes the four basic feelings on the board. Students brainstorm what each feeling means.	3. Students brainstorm ideas. Example: A person is happy when something good happens like a birthday. A person feels sad when someone dies. A person feels mad when another person hits them. A person might feel scared when they are in a dark room.
4. The counselor tells the students that all other feelings that they have can fall in the same category as one of the feelings on the board. (Example: lonely is a sad feeling so you would write lonely under the sad category.). Some feelings may fall into two categories.	4. Students listen to teacher examples.
5. The counselor instructs the students that they're going to play the Feelings Game. The instructor cuts up the cards and uses the feelings cards to help students understand different feelings.	5. Students are selected to carry out the steps of the Feelings Game.
a. The counselor asks students to volunteer to come forward and draw a card. The student identifies the feeling privately and role-plays for the other students to guess the feeling.	a. Students role-play the feelings.
b. After role-playing the student or counselor selects a classmate to share time when they felt that way.	b. Another student identifies a time they felt that way.
c. That student selects a different classmate to identify the category it would fall under. The counselor would write the feeling under the right category.	c. A student identifies the feelings category of happy, sad, mad or scared.
d. Continue until all cards have been used. Make sure different students are	

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given the opportunity to participate in the above activities. If there are not enough feelings then the counselor or student can make up their own.	
6. After the game the counselor will let students know they will continue discussing this topic and other information during the next class.	6. Students listen for next session information.

Teacher Follow-Up Activities:

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

Counselor reflection notes (completed after the lesson):

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Feelings Thermometer

Mark each column to indicate your feelings about each statement

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

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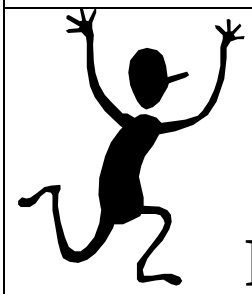
Cut cards for Feelings Game.

Angry	**Frustrated**
Confused	**Surprised**
Depressed	**Loved**
 **Frightened**	**Funny**

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Make up your own.	**Make up your own.**
Make up your own.	**Make up your own.**
Make up your own.	**Make up your own.**
Make up your own.	**Make up your own.**

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Unit 1 Title: Following Personal Safety Rules

Lesson Title: What are Comfortable (good) and Uncomfortable (bad) Feelings and Situations? **Lesson:** 2 of 3

Grade Level: 1 (This lesson can be adapted to other grade levels K-5)

Length of Lesson: 30-40 minutes

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

Grade Level Expectations (GLEs):
PS.3.A.01: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01: Identify personal safety strategies.

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

Materials (include activity sheets and/ or resources)

Safety Rule Poster (attached)
Personal Safety Presentation to Students
2 Parent letters (before and after the presentation)
Handout for Parents: Keeping Your Child Safe

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize and apply practices that preserve and enhance the safety and health of self and others

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

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

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X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify the 3 problem solving safety rules.

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation:

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

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

Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
**** The counselor should review the Personal Safety Presentation to Students sheet before teaching lessons two and three in this unit. Modify the information to meet students' needs.***	
1. The counselor reminds the students that we all have a feeling thermometer and then reviews the four feelings discussed in the last lesson. Using puppets, demonstrate comfortable and uncomfortable touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they	1. Students listen, and watch puppet demonstration.

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don't know very well.)	
2. After talking about the different feelings the counselor asks students if there are things people do to make them feel good (comfortable) or bad (uncomfortable).	2. Students identify the four feelings (happy, sad, angry, scared).
3. Discuss gut feelings, belly button warnings, and/or a confused feeling. Give examples: If someone tries to get you to steal something what would your gut feeling tell you to do? Is this a good thing or bad thing to do? You don't feel safe when talking to a stranger. What does your gut feeling tell you to do?	3. Students brainstorm ideas.
4. What can you do if another child or adult makes you feel uncomfortable or tries to put you in an unsafe or uncomfortable situation?	4. Students share gut feelings they would have about the situations.
5. Sometime a child may come in contact with an adult who tries to lure (trick) children away from a safe place or do something that makes them feel unsafe/uncomfortable. Share the safety rules handout with students. *Here are some problem-solving steps to help you when you don't feel comfortable or safe.* • Say "No" in a Big Voice! • Get away To a Safe Place. • Tell someone you trust.	5. Students brainstorm ideas (get away, tell someone you trust, talk to a friend, ask for help). Students review the steps on the handout.
6. The counselor uses the puppets used earlier in the lesson and role-plays one of the situations above where they implement the steps listed on the handout. (Getting a hug from a stranger. Getting a back rub from someone they don't know very well. Not feeling safe when talking to a stranger or someone they know.). Make sure you note that it is not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves. The counselor asks	6. Students identify times they might use the problem solving steps when put in an uncomfortable or unsafe situation.

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students to identify times they might use the safety steps.	
7. The counselor tells students they will continue discussing this topic and other information during the next ~~guidance~~ class.	7. Students listen.
8. Send home the parent letter with parent handout on the back *How To Help Your Child Stay Safe*. The counselor or teacher may want to send a letter home before the safety unit is presented. See sample letter.	8. Students take the letter home and other information home.

Teacher Follow-Up Activities:

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

Counselor reflection notes (completed after the lesson):

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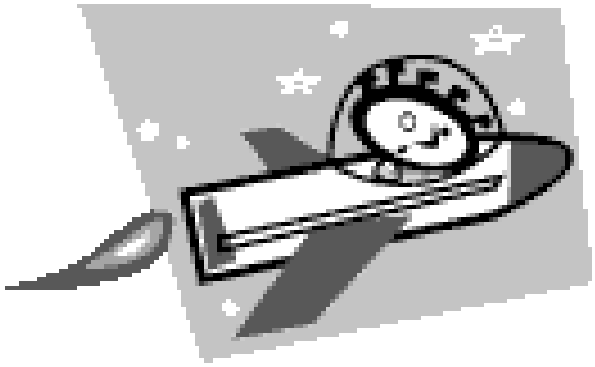
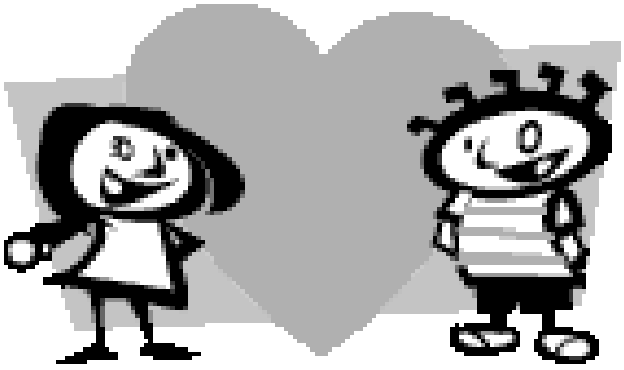
1. Say "No" in a Big Voice.

2. Get Away to a safe place.



3. Tell Someone You Trust.



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

Personal Safety Presentation to Students

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

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

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

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Handout for Parents

Keeping Your Child Safe

1) Teach children they have the right to say “No,” their body is their own.

2) Teach children to recognize different types of comfortable and uncomfortable touches.

3) Teach children to tell someone they trust. Help children identify those people.

4) Teach children to trust their own feelings about what is comfortable & uncomfortable.

5) Help children discover where their resources are: family, teachers, principals, counselors, trusted friends …

6) Review the three problem solving safety rules:
   a. Say “NO” in a big voice.
   b. Get away to a safe place.
   c. Tell an adult you trust.

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

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

Dear Parent,

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

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

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

Sincerely,

School Counselor

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

Dear Parent,

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

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

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

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

Sincerely,

School Counselor

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Unit 1 Title: Following Personal Safety Rules

Lesson Title: Healthy Touches and Private Touches **Lesson:** 3 of 3

Grade Level: 1

Length of Lesson: 30-40 minutes

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

Grade Level Expectations (GLEs):
PS.3.A.01: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01: Identify personal safety strategies.

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

Materials (include activity sheets and/ or resources)

Role-playing cards
Safety Rule Poster
Pictures of a boy and girl in their swimsuits
Who are some adults you can trust? Handout

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize and apply practices that preserve and enhance the safety and health of self and others

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

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

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X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

Essential Questions: How does someone react when they don't feel safe?

Engagement (Hook): Pass out the Safety Rules Sheet and review. Role-play a couple of different situations where students might use these steps.

Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the *Safety Rules* from the last lesson. Also, review the meaning of gut feelings or belly button warnings from last lesson. Have students role play related situations.	1. Students listen and share ideas, then role-play situations where they would use the safety rules.
2. The counselor asks students if there are touches people give them that make them feel comfortable, uncomfortable, or confused.	2. Students share different kinds of touches that make them feel comfortable, uncomfortable or confused: • **Comfortable** - nice hugs, nice kiss from someone they care about or love, pat on the back, etc. • **Uncomfortable** - hit, kick, pinch, slap, private touch - where your swim suit covers • **Confusing** -tickle, a hug that is too tight, etc.

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3. Lead a brief discussion on what a person can do when they receive an uncomfortable touch. Tell students there is also a touch called "private touches." This is a touch that someone might get in the private part of their body where their swimsuit covers. Show a picture of a boy and girl in their swimsuits.	3. Students review the picture of the children in their swimsuit. If students laugh explain that sometimes students laugh when talking about private areas because it's uncomfortable to talk about sometimes. Don't embarrass the student laughing. There could be a personal reason they feel uncomfortable.
4. Discuss healthy reasons a person might need to touch the private parts of your body (doctor, parents checking a sore or rash, parents bathing, dressing or changing younger children, rashes, putting medicine in a private area of the body). NOTE: Private touches are usually quick touches and always have a purpose.	4. Students share ideas for healthy touches.
5. Remind students that you did share in lesson two that most adults want them to grow up to be happy and healthy, but once in a while there may be someone (adult, teenager, someone their own age) who might do something to make them feel uncomfortable and they need to know what to do. Also, it's not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves.	5. Students listen.
6. Review additional information from the *Personal Safety Presentation to Students* sheet in lesson 2.	6. Students listen and share ideas.
7. Ask students who are some adults you can go to for help if you feel uncomfortable of unsafe? Give students the "*Who Are Some Adults You Can Trust?"* Handout	7. Students will review the handout and the draw in their own person they can trust on the sheet.
8. Use the role-playing cards to practice the safety rules when in uncomfortable or dangerous situations. • **Say "No" in a Big Voice!** • **Get away To a Safe Place.** • **Tell someone you trust.**	8. Students review the safety rules. Different students are selected to role-play different situations from the role playing cards.

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Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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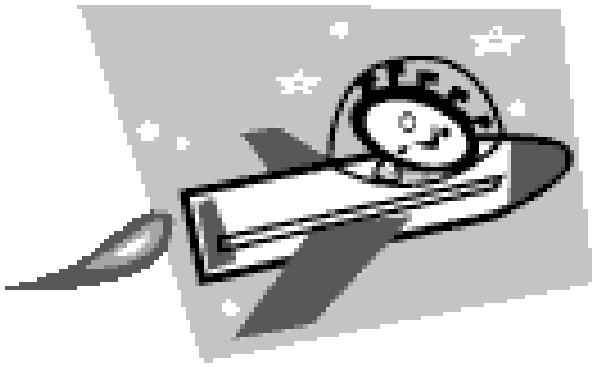
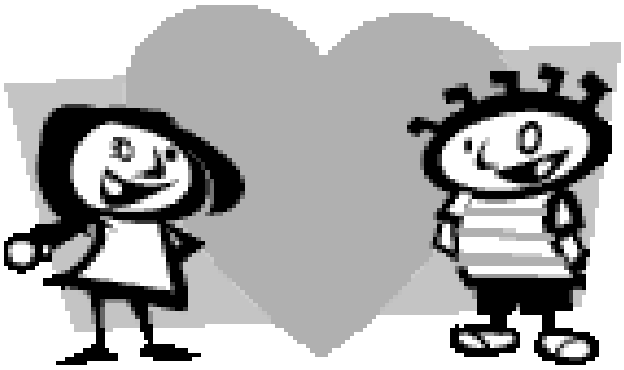
Safety Rules

1. Say "No" in a Big Voice.

2. Get Away to a safe place.



3. Tell Someone You Trust.



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Role Play Cards

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

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Who are some adults you can trust?

Grandparents

Doctor or Nurse

Teacher

Mom

Principal

Dad

Girl/Boy Scout Leader

Your ideas…

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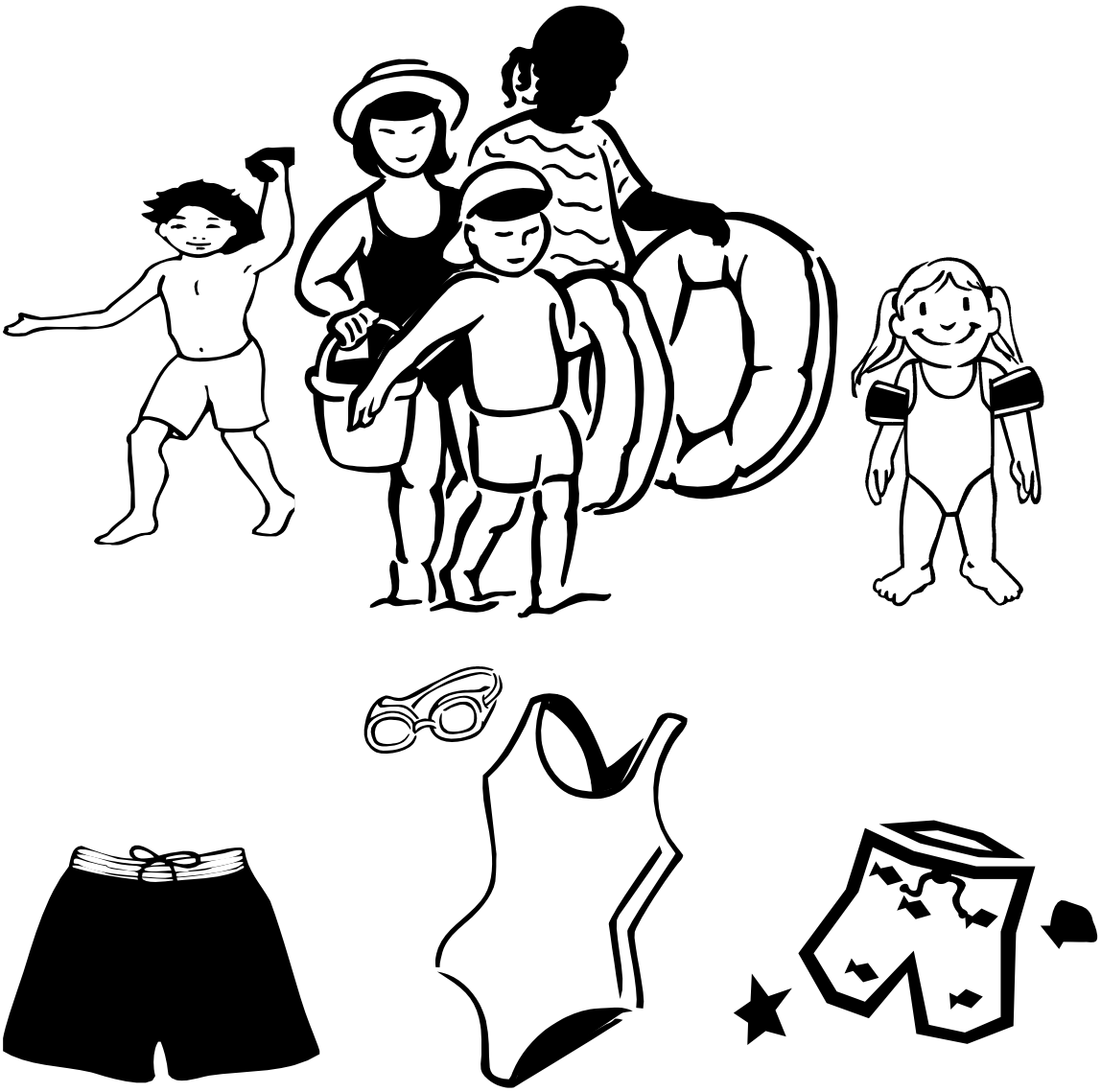
The private parts of your body are where your swimsuit covers.



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COURSE INTRODUCTION:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Following Personal Safety Rules This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How do you know when you are in danger?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify 4 basic feelings everyone has and demonstrate by role playing how one feeling looks.		PS.3.A.01: Identify steps of problem solving and decision making for personal safety. PS.3.B.01: Identify personal safety strategies.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will identify the 3 problem solving safety rules.		PS.3.A.01			P/SD C	Level 1
3. The student will identify at least 3 adults he/she can trust.		PS.3.A.01			P/SD C	Level 1
4. The student will demonstrate how to use the 3 safety rules for one role play scenario.		PS.3.A.01			P/SD C	Level 1

ASSESSMENT DESCRIPTIONS:
Students will be able to identify the three problem solving safety rules and use them during a role-play.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential ____ Independent study __x__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 My Feelings Lesson 2 What are Comfortable (good) and Uncomfortable (bad) Feelings? Lesson 3 Healthy Touches and Private Touches
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 My Feelings Lesson 2 What are Comfortable (good) and Uncomfortable (bad) Feelings? Lesson 3 Healthy Touches and Private Touches

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls.1) _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___x__ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 2, 3) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x__ Role Playing (Ls. 3) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 2, 3) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #2 Title: How Life-Changing Events Affect My Life **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: The Changing Times of My Life
Materials/Special Preparations Required:
A Year in the Life of a Tree Activity Sheet
My Timeline: Life Changes Story Activity Sheet
Puppets

Lesson 2: The Changing Times of The Future
Materials/Special Preparations Required:
Wish Sheet, Activity Sheet
STAR Problem Solving Chart
Magic wand and cape
Markers, crayons, pencil
Puppet (male or female or both)

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

Grade Level Expectation (GLE):
PS.3.C.01: Recognize the effects of life changes or events related to self. (DOK Level - 1)

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

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

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

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

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

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	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is change important?

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

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

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to understand change is going to happen in their lives and that it is important to have coping skills or resources to help them handle change.

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Unit #2 Title: How Life-Changing Events Affect My Life

Lesson Title: The Changing Times of My Life **Lesson** 1 of 2

Grade Level: 1

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.01: Recognize the effects of life changes or events related to self.

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

Materials (include activity sheets and/ or supporting resources)

A Year in the Life of a Tree Activity Sheet
My Timeline: Life Changes Story Activity Sheet
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
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Each student will complete a timeline of life changing events in their life from birth until the present time.

Lesson Preparation

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

Engagement (Hook): Show the students a picture of four trees (show it as a picture). The picture is titled: A year in the life of a tree. What is happening in the life of the tree in these four pictures? What is happening in picture 1, 2, 3 and 4? Do we go through changes in our life that affect us like the tree? The students discuss the changes they recognize in pictures. Possible answers: The tree is planted. It grows taller. The tree blooms. The tree looses its leaves each year.
How does the tree's life compare to our life as a human? We are born. We grow taller. Our body changes.

Procedures

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

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what they might be. The instructor gives the students a timeline story sheet to complete. Make your own timeline story of the changes you have had in your life so far. 4. After the stories are completed the instructor gives students a chance to share and discuss how each change affected their life.	4. Students share stories and how the life changes affected their life. Examples: a. When I was 4 my little brother was born. I was no longer the youngest in my family. I liked being an older brother. b. When I was 5 I started school. I missed my mom. c. When I was 6 my grandma died. I was sad.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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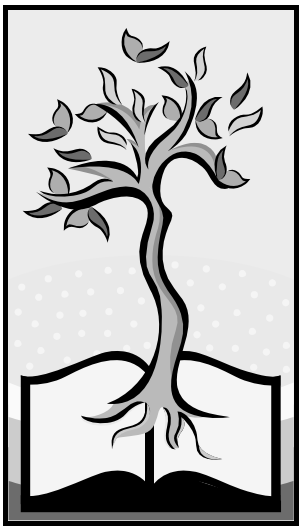
A Year in the Life of a Tree

What changes does a tree go through during the year?

What changes does a tree go through during its lifetime?

1.

2. 

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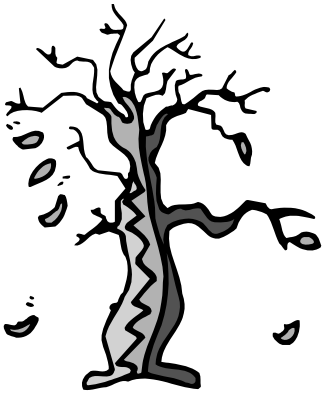
4. 

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My Timeline: Life Changes Story

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

My life change at age _____.

My life change at age _____.

My life change at age _____.

My life change at age _____.

My life change at age _____.

My life change at age _____.

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Unit #2 Title: How Life-Changing Events Affect My Life

Lesson Title: The Changing Times of The Future **Lesson** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.01: Recognize the effects of life changes or events related to self.

American School Counselor Association (ASCA) National Standard:
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Materials (include activity sheets and/ or supporting resources)

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

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

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X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Performance Task: Students will draw a picture of a life-changing event that might happen to them during this next year. They will share their event and how they think it might affect their life. The class will share ideas with the class that might help them handle the event.

Lesson Preparation

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

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

Procedures

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

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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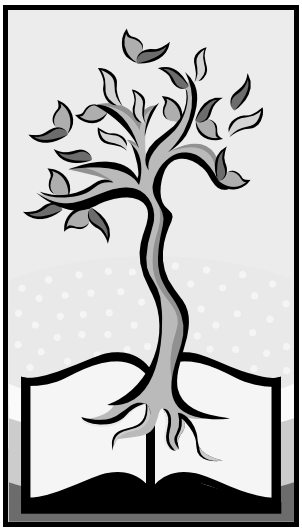
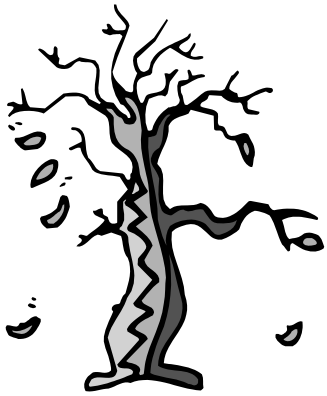
2. 

3.

4. 

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Wish Sheet

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

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

My name is _____ I will be _____ years old.

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STAR Model of Problem Solving to help with changes.

Stop

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

Think

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

Act

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

Review

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

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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: How Life-Changing Events Affect My Life The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how the handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why is change important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify six life changes he/she has experienced.		PS.3.C.01: Recognize the effects of life changes or events related to self.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will draw a picture of one life changing event.		PS.3.C.01			P/SD C	Level 1

ASSESSMENT DESCRIPTIONS*:

Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life.

Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect

	__x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 The Changing Times of My Life Lesson 2 The Changing Times of The Future
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 The Changing Times of My Life Lesson 2 The Changing Times of The Future

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast idactic Questions emonstrations(Ls. 2) uided & Shared - reading, listening, viewing, thinking (Ls. 2)	__x___ Problem Solving (Ls. 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling ___x__ Focused Imaging (Ls. 2) _____ Field Observations ___x__ Role-playing (Ls. 1, 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports __x___ Learning Activity Packages (Ls. 1) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: What Are Safe And Healthy Choices, And How Do I Keep Myself Safe? **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30-40 minutes each

Best time of year to implement this Unit: anytime

Lesson Titles:

Lesson 1: STAR Deputies

Materials/Special Preparations Required:

STAR Badge for instructor
STAR Badge for each student
STAR Model of Problem Solving worksheet for each student
Dry erase board, smart board, chart paper, other
Markers
Pencils
Drawing materials
Scissors

Lesson 2: STAR Deputies, Unite!

Materials/Special Preparations Required:

STAR Model of Problem Solving (one copy per group OR one per student)
Safety Situations worksheet (cut into strips)

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. (DOK Level - 3)

PS.3.B.02: Apply personal safety strategies as they relate to different situations. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills.

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

X	Goal 1: Gather, analyze and apply information and ideas 7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students,

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	workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
	Fine Arts	

Unit Essential Questions:

How do our responses affect future events?

Unit Measurable Learning Objectives:

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The student will work within a group to solve one problem from a scenario using the STAR Model.
The student will participate in a group skit demonstrating all four steps of the STAR process appropriately.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X__ Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping)
_X__ Experiential (Simulations; Role-playing)
____ Independent Study
_X__ Interactive Instruction (Discussion; Cooperative Learning; Structured Controversy)

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 work in groups and present a skit on how to solve a variety of safety situations.
Students will demonstrate how our reactions affect future events.

Brief Summary of Unit:
In lesson one; students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will review the STAR method to solving problems.
Students will need basic knowledge of how to work together in groups.

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: STAR Deputies **Lesson** 1 of 2

Grade Level: 2

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety.
PS.3.B.02: Apply personal safety strategies as they relate to different situations.

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

Materials (include activity sheets and/ or supporting resources)

STAR badge for instructor
Copies of worksheet, *STAR Model of Problem-Solving,* for each student
Copies of STAR badge for each student
Dry erase board, Smartboard, chart paper, other
Markers, pencils, drawing materials, scissors

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

X	Goal 1: Gather, analyze and apply information and ideas 7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and

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	others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work within a group to solve one problem from a scenario using the STAR Model.

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 work within a group to solve one problem from a scenario using the STAR Model.

Lesson Preparation

Essential Questions: Why do we have problems?

Engagement (Hook): Walk in with a STAR badge on saying that you are the STAR sheriff on problem solving and you need some STAR deputies to make sure people make safe choices.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Tell students they need to be trained as STAR deputies. Review the *STAR Model of Problem Solving* worksheet. Use an example such as "What would you do if an older kid told you he would beat you up if you didn't give him your lunch money?" to practice using the STAR model.	1. Students answer questions on the Smartboard (or other visual aid)/worksheet.
2. "Now, you are going to practice with a group of deputies." Hand out STAR worksheet.	2. Students get into small groups and each has a different colored marker and a STAR problem solving worksheet.
3. "You are out on the playground and someone gets a cut on his head and is bleeding. What do you do, deputies? Fill in the blanks."	3. Each student contributes to answer the questions.
4. Facilitate a discussion of the playground scenario and methods used to implement the STAR model.	4. Students contribute their answers to the questions.
5. "You have gained your STAR deputy badges." Hand out badge patterns. Allow students to color and cut out their badges.	5. Students color and cut out STAR deputy badges.
6. "Next week, we will role-play solving problems. Are there any questions before we move on?"	6. Students ask appropriate questions.

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with an unsafe situation.

Counselor reflection notes (completed after the lesson)

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STAR Model of Problem Solving

Stop

What is the problem?

Think

What are some choices?

What might happen with these choices?

Act

Decide and take action

Review

How did it work?

Do I need to try again?

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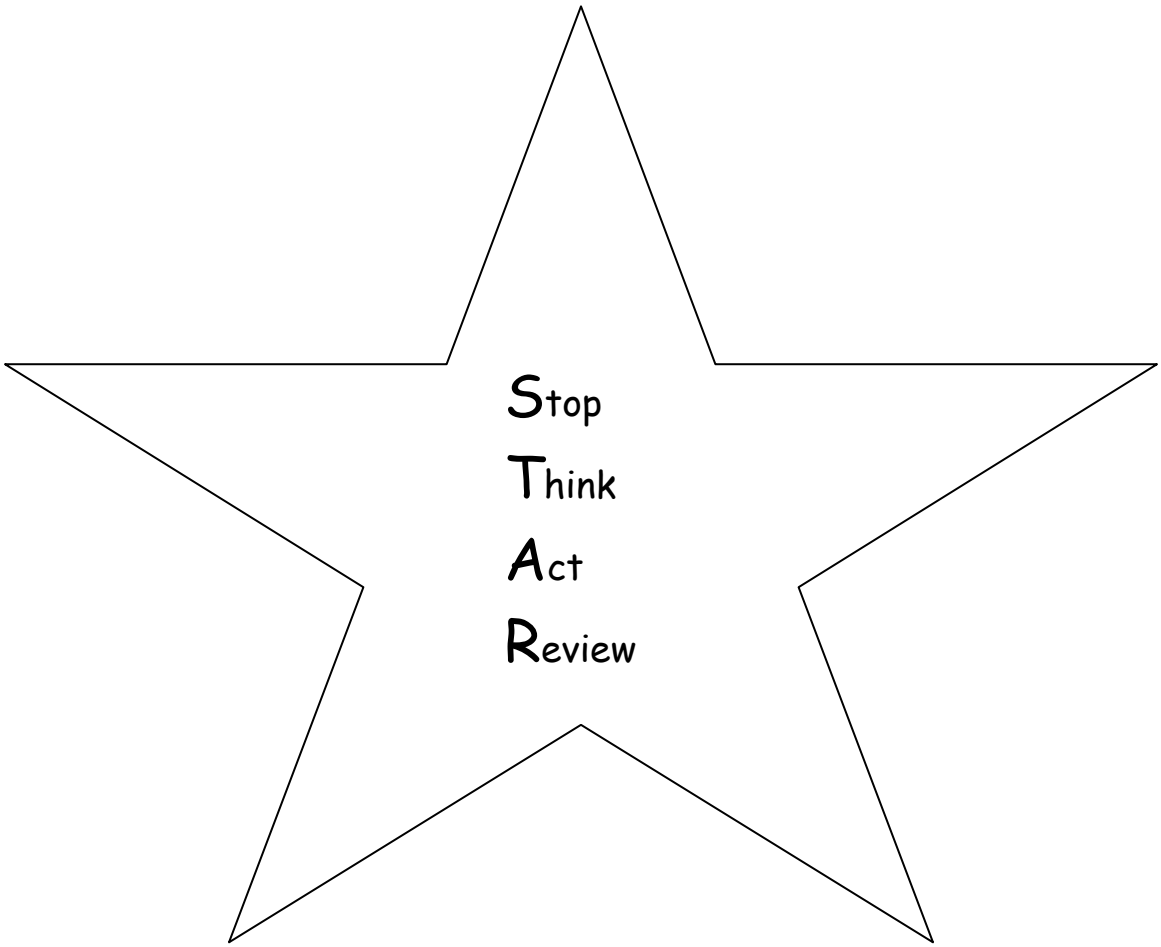
STAR Badge



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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: STAR Deputies, Unite! **Lesson** 2 of 2

Grade Level: 2

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety.
PS.2.B.02: Apply personal safety strategies as they relate to different situations.

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

Materials (include activity sheets and/ or supporting resources)

STAR Model of Problem-Solving (one copy per group or one copy per student)
Safety Situations worksheet (cut into strips)

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will participate in a group skit demonstrating all four steps the STAR process appropriately**.**

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 participate in the performance activity by presenting their skits.

Lesson Preparation

Essential Questions: Why is it important to know how to solve a problem?

Engagement (Hook): "Who earned their STAR deputy badge last week? I need you to unite and solve some situations."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After introducing lesson with hook, divide students into small groups and give each group a safety situation and a *STAR Model of Problem-Solving* worksheet.	1. Students get into groups and read their safety situation.
2. Tell the students that their mission is to solve this safety problem using the STAR model and	2. Groups say, "STAR deputies, unite!"

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act it out with their group. "Are you up to the task?" "If you are say, 'STAR deputies, unite!'"	
3. Counselor checks on each group's progress, giving them a timeline to wrap things up.	3. Groups work together to develop a skit about their safety situation using the STAR problem-solving model.
4. Once groups seem to be finished with their work, allow each to present their skit.	4. Each group presents their skit as the others watch.
5. At the end, thank them for their work. Say, "STAR deputies unite!"	5. Students say, "STAR deputies unite!"

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with situations.

Counselor reflection notes (completed after the lesson)

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STAR Model of Problem Solving

Stop

What is the problem?

Think

What are some choices?

What might happen with these choices?

Act

Decide and take action

Review

How did it work?

Do I need to try again?

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Safety Situations

1. You are at home. Your mom is in the shower, and your dad is at work. Someone knocks at the door and says she is delivering a package. What do you do?

2. You and a friend are walking down the street. A car driving by slows down. The driver asks if you have seen a black and white dog. What do you do?

3. A group of friends get together. One person brings a pack of cigarettes. Your friends start to smoke and ask you to join in. What do you do?

4. You are in the bathroom at school. An older kid starts picking on a younger kid, saying that he is going to hurt him. What do you do?

5. You are on the playground. Another kid is climbing over the fence to get a ball that is rolling close to the street. What do you do?

6. Some kids on the bus are drinking something that smells funny. They seem to be having a good time, and ask if you want some. What do you do?

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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: What Are Safe and Healthy Choices, and How Do I Keep Myself Safe? In lesson one, students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 – 40 minutes each

ESSENTIAL QUESTIONS:
1. How do our responses affect future events?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work within a group to solve one problem from a scenario using the STAR Model.		PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. PS.3.B.02: Apply personal safety strategies as they relate to different situations.			P/SD C. Students will understand safety and survival skills.	Level 3
2. The student will participate in a group skit demonstrating all four steps the STAR process appropriately.		PS.3.A.02			P/SD C	Level 4

ASSESSMENT DESCRIPTIONS:
Students will work in groups and present a skit on how to solve a variety of safety situations.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: STAR Deputies Lesson # 2: STAR Deputies, Unite!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: STAR Deputies Lesson # 2: STAR Deputies, Unite!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast idactic Questions emonstrations uided & Shared - reading, listening, viewing, thinking (Ls. 2)	__x___ Problem Solving (Ls. 1, 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls. 2) _____ Writing to Inform __x___ Concept Formation (Ls. 2) __x___ Concept Mapping (Ls. 2) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___x__ Simulations (Ls. 1) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1, 2) _____ Jigsaw _____ Problem Solving __x___ Structured Controversy (Ls. 1, 2) _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #2 Title: How does one cope with life-changing events? **Grade Level:** 2

Number of Lessons in Unit: 2 **Time Required for each lesson:** 30 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Stressed Out Sally
Materials/Special Preparations Required
Story- "*Stressed Out Sally*"-one for each student
Blank paper
Pencils
Markers or highlighters

Lesson 2: Sally's Super Day
Materials/Special Preparations Required
Story- *"Sally's Super Day"*-one for each student
Chart paper
Markers

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies

Grade Level Expectation (GLE):
PS.3.C.02: Recognize the effects of life changes or events related to self and others. (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)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

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	4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Unit Essential Questions:

Why does life change? What if everything always stayed the same?

Unit Measurable Learning Objectives:

The student will identify at least one problem-solving suggestion for a provided scenario.
Using Think-Pair-Share, the student will demonstrate the ability to empathize.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Didactic Questions; Guided and Shared-Reading, Listening, Viewing, Thinking)
_X_ Indirect (Reflective Discussion)
_X_ Experiential (Storytelling)
____ Independent Study
_X_ Interactive Instruction (Brainstorming; Discussion; Think, Pair, Share)

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Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students examine and produce examples of what is—and what is not—in their control.
Students will practice showing empathy when others are facing life-changing events.

Brief Summary of Unit:
In lesson 1, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control and practice empathizing with others based on those events.

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

Students should exhibit an understanding of responsibility and ability to listen to others.

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Unit 2 Title: How does one cope with life-changing events?

Lesson Title: Stressed Out Sally **Lesson:** 1 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping skills

Grade Level Expectation (GLE):
PS.3.C.02: Recognize the effects of life changes or events related to self and others.

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)

Story – "*Stressed Out Sally*" – One copy for each student
Blank paper, pencils and markers or highlighters

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least one problem-solving suggestion for a provided scenario.

Lesson Formative Assessment (acceptable evidence):

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

Students will respond to questions about the story of *"Stressed Out Sally"*.

Lesson Preparation

Essential Questions:
Why does life change? What if everything always stayed the same?

Engagement (Hook):
Sally is having a bad day. She needs your help so tomorrow goes better.
Read *"Stressed Out Sally"* to the students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities;**
1. After reading story, ask students what problems Sally had.	1. Students will supply answers.

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2. "Which ones were in her control?" Give each student a copy of *"Stressed Out Sally"* story and have students underline what Sally was in control of, using markers or highlighters.	2. Students will underline things Sally could control.
3. Discuss responsibility and taking responsibility for your actions.	3. Students contribute to discussion.
4. Discuss proper communication, talking about feelings, anger management techniques, conflict resolution, etc.	4. Students contribute to discussion.
5. Say to the students, "Let's go back to *"Stressed out Sally"* and rewrite her day so tomorrow will go better."	5. Students will help rewrite *"Stressed Out Sally"* by supplying suggestions to help her day go better.

Teacher Follow-Up Activities

Teachers may question students when they are upset:
"Is it in your control?" "What can you do about it?" "How can you cope?"

Counselor reflection notes (completed after the lesson)

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Stressed Out Sally

Written by Jennifer Boyer

Sally got up late this morning because she forgot to set her alarm clock. She yelled at her mom for not getting her up on time. Since she got up so late, she was not able to eat breakfast before having to get to school. On her way out the door running to the bus, she forgot her homework on the table. Because of this, she had to stay in at recess to finish her homework. When her friend came in from recess, she was angry with Sally because Sally was not outside to play with her. They got into a fight and didn't speak the rest of the day. During lunch, Sally spilled her milk all over herself, got angry, and threw her tray on the floor. When she lined up to go back to class, the boy behind her accidentally bumped into her. Sally got so angry that she punched him in the stomach. A teacher saw this and sent her to the principal's office. Sally was given a detention for fighting. By the time Sally got home, she was very angry. She saw her brother playing with her favorite game and yanked it away and yelled at him. Her father grounded her for a week because of her behavior. At dinner, the family was having meatloaf, and Sally hated meatloaf. She told her mom she hated her for fixing the meatloaf. After dinner, she was sent to her room to finish her homework and think about her day. She had a lot of homework, but did not do it all. She decided to go to bed early.

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Unit #2 Title: How does one cope with life-changing events?

Lesson Title: Sally's Super Day **Lesson:** 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping skills

Grade Level Expectation (GLE):
PS.3.C.02: Recognize the effects of life changes or events related to self and others.

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)

Story – "*Sally's Super Day*" (one copy for each student)
Chart paper, markers

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

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

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	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Using Think-Pair-Share, the student will demonstrate the ability to empathize.

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.
Observe student ability to empathize with others during the activity.

Lesson Preparation

Essential Questions:
How do you cope with life-changing events?
How can you help others in need of support for life-changing events?

Engagement (Hook):
Remember Sally? Your suggestions helped! Here is how her day went yesterday.
Read "*Sally's Super Day*".

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. "Remember Sally, the girl who was having the stressed out day? Your suggestions helped! Here is a description of how her day went yesterday." Read "*Sally's Super Day*". The story is included at the end of the lesson.	1. Students listen to the story.
2. Make a chart with two columns. Label one "in control" and label the other one "not in control." Ask students which things Sally is in control of, and which things she is not in control of. List them on the chart in the	2. Students contribute answers.

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appropriate columns. Students can also add other things to the list from their own lives.	
3. We know her grandmother's death was not in her control. What can she do to cope?	3. Students offer suggestions.
4. Discuss listening skills and putting yourself in another's shoes (empathy). Ask students, "What could you do to help Sally today?" Make sure answers are appropriate. Help supply answers as needed.	4. Students think about good things to do/say, and things that would not be helpful.
5. Have students' pair up and practice saying empathic words to Sally. Circulate to make sure they are saying helpful things and are on task.	5. Students practice.

Teacher Follow-Up Activities

Help students learn to empathize when life-changing events arise.

Counselor reflection notes (completed after the lesson)

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Sally's Super Day

Written by: Jennifer Boyer

Sally got up on time and was in a good mood because she had plenty of time to get ready for the day. Her mom was waiting in the kitchen for her with a healthy breakfast. She told her mom, "Good morning," and gave her a big hug. She rode the bus to school and greeted her teacher when she got to the classroom. Since her homework was finished, she got to go outside during recess and play with her best friend. Sally was excited to get to the lunchroom, because they were having tacos, and she liked tacos. She accidentally spilled milk on herself, and asked to go to the restroom to clean up. When lining up, she bumped into the boy in front of her. She said, "Excuse me," but the boy started yelling at her to watch where she was going. He got sent to the principal's office. She went back to the classroom and worked hard to get all her assignments finished so she didn't have any homework. When she got home, she was in a really good mood. Her brother was playing with her favorite game and she joined him. She didn't really like what they were having for dinner, but she ate it politely. After dinner, she helped clean up the kitchen before sitting down to read her library book. As Sally was getting ready to go to bed, the phone rang. It was her aunt, calling to say that her grandmother had died.

What an end to a super day!

What can Sally do now? What would you say to her?

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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: How does one cope with life-changing events? In lesson one, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control and practice empathizing with others based on those events.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 – 40 minutes each

ESSENTIAL QUESTIONS:
1. Why does life change? What if everything always stayed the same?

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 one problem-solving suggestion for a provided scenario.		PS.3.C.02: Recognize the effects of life changes or events related to self and others.			P/SD C. Students will understand safety and survival skills.	Level 1
2. Using Think-Pair-Share, the student will demonstrate the ability to empathize		PS.3.C.02			P/SD C	Level 1

ASSESSMENT DESCRIPTIONS:
1. Students examine and produce examples of what is—and what is not—in their control.
2. Students will practice showing empathy when others are facing life-changing events.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect __x__ Experiential

	_____ Independent study __x__ Interactive Instruction
1 2	See Lessons**:** Lesson #1: Stressed Out Sally Lesson #2: Sally's Super Day
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons**:** Lesson #1: Stressed Out Sally Lesson #2: Sally's Super Day

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast __x__ Didactic Questions (Ls. 2) _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1, 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games __x___ Storytelling (Ls. 1, 2) _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___x___ Brainstorming (Ls. 2) _____ Peer Partner Learning ___x__ Discussion (Ls. 1, 2) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #1 Title: What Are Safe And Healthy Choices And How Do I Keep Myself Safe? **Grade Level:** 3

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: Don't Tease Me!

Materials/Special Preparations Required

Work with a classroom teacher to create a scenario in which you tease and pester him/her

Dry erase, SmartBoard or chart paper and markers

Lesson 2: Can You Erase the Damage?

Materials/Special Preparations Required

Large sheet of butcher paper

Marker

Sheet of paper for each student

Tape

Missouri Comprehensive Guidance Standard and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. (DOK Level - 4)

PS.3.B.03: Identify issues that impact personal safety. (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
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
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 (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

Why is respect important?

Unit Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.
The student will identify three “kind” things to say to others that will replace the “mean” things the group brainstorms.

Unit Instructional Strategies/Instructional Activities:

_X__Direct (Compare & Contrast; Guided & Shared-reading, listening, viewing, thinking)
_X_Indirect (Reflective Discussion)
_X_Experiential
____Independent Study
_X_Interactive Instruction (Brainstorming; 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 provide kind comments to replace mean comments.

Brief Summary of Unit:
In lesson one, students will learn why people tease and bully others, and ways to appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.

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Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
The students should demonstrate the ability to articulate their feelings.

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe**?**

Lesson Title: Don't Tease Me! **Lesson** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.03: Apply effective problem solving, decision-making, and refusal skills to make safe and healthy life choices at school.
PS.3.B.03: Identify issues that impact personal safety.

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

Materials (include activity sheets and/ or supporting resources)

Work with a classroom teacher to create a scenario in which you tease and pester him/her.
Dry erase board, SmartBoard, or chart paper and markers

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
	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	
X	Social Studies	6. Relationships of the individual and groups to

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		institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.

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 contribute to group discussion.

Lesson Preparation

Essential Questions: What situations cause students to be, or feel, unsafe? How can I make safe and healthy choices at school?

Engagement (Hook): Based on your plan with the cooperating teacher, enter the classroom and begin teasing them. Get in the teacher's personal space, and begin teasing and otherwise pestering the teacher.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. When students act surprised, ask, "What is the problem?"	1. Students watch, and then try to describe what the problem is. Students should be able to answer questions about what they believe the teacher thought and felt during the skit. Did they appear to feel worried, scared, unsafe, etc.
2. Ask students to brainstorm times when they felt unsafe at school (physically or emotionally). Write them down on the board or chart paper.	2. Students brainstorm and offer suggestions.
3. Explain that many times people do things	3. Students listen and discuss why others may

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because they want something (attention, a better seat, to play, to look cool, etc.) but don't always know the best way to handle it. Why do students use these behaviors (those listed from brainstorming)? Write reasons next to the behaviors.	act this way.
4. Ask students if they ever did any of these behaviors and ask for examples. "How did that work for you? Did you get what you wanted?"	4. Students provide examples and answer the questions.
5. "What are other ways to get what you want?" List student responses on board, SmartBoard or chart paper.	5. Students contribute ideas such as: "Tell people how you feel." "Ask for what you want." "Wait your turn," etc.
6. "Sometimes, no matter how kind you are, you still do not get what you want. How can you handle this?" List student responses. "During the next week, practice positive behaviors that we have talked about today. Watch out for those statements or actions that will hurt the feelings of those around you."	6. Students answer counselor questions and offer suggestions. Students agree to practice desired behaviors.

Teacher Follow-Up Activities

Remind students to use appropriate ways to get what they want.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: Can You Erase the Damage? **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.
PS.3.B.03: Identify issues that impact personal safety.

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

Materials (include activity sheets and/ or supporting resources)

Large sheet of butcher paper, marker, sheet of paper for each student, tape

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three "kind" statements to say to others to replace the "mean" comments the group brainstorms.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Observation and ability to define caring comments to say to others.

Lesson Preparation

Essential Questions: Why is it important to treat people the way you want to be treated? Can you ever undo the damage caused by mean words and teasing?
Engagement (Hook): "Today - and today only - you are going to get to say mean things to me without me correcting you. You must use words that are appropriate for school."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Put up large piece of butcher paper. Ask students to say mean things, without using bad words. Write these down on the butcher paper.	1. Students share their mean comments.
2. Talk about the damage words like these can cause in friendship. Discuss how people feel when they hear such negative comments.	2. Students respond to counselor suggestions.
3. "Now, we are going to try to repair the damage. Hand out a sheet of paper to each student and ask him or her to write down something nice to say instead.	3. Students write down kind words on their paper.
4. Ask students to read one of their positive	4. Students share their ideas and tape their

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statements. Once he/she has finished, each student will tape the statement over the mean words on the butcher paper.	written statements on the butcher paper.
5. When all students are finished, talk about how there are still words that can be seen on the paper. "Can you ever erase the damage once the words are out?"	5. Students respond to counselor's question. Students may share times when mean words were said to them and how it felt.

Teacher Follow-Up Activities

Teacher will follow up, asking students to say or write three kind things for each mean or hurtful thing they say to someone.

Counselor reflection notes (completed after the lesson)

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: What Are Safe and Healthy Choices and How Do I Keep Myself Safe? In lesson one, students will learn why people tease and bully others, and ways to appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. Why is respect important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVE	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will contribute an example of at least one hurtful behavior/statement and one reason for a hurtful behavior/statement to group discussion.		PS.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. PS.3.B.03: Identify issues that impact personal safety.			P/SD C Students will understand safety and survival skills.	Level 4 Level 1
2. The student will identify three "kind" things to say to others to replace the "mean" things the group brainstorms.		PS.3.A.03 PS.3.B.03			P/SD C	Level 4 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will provide kind comments to replace mean comments.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	___x_ Direct

	___x_ Indirect ___x_ Experiential _____ Independent study ___x_ Interactive Instruction
1 2	See Lessons: Lesson #1: "Don't Tease Me" Lesson #1: "Can You Erase the Damage"
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: "Don't Tease Me" Lesson #1: "Can You Erase the Damage"

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls. 1, 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___x__ Brainstorming (Ls. 1, 2) _____ Peer Partner Learning ___x__ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #2 Title: How Does One Cope With Life Changing Events? **Grade Level:** 3

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: What to do? What to do? Part One

Materials/Special Preparations Required

Children's book, such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *P.J. Funnybunny and the Very Bad Bunny.*
Life Changing Situations sheet
Pencils
Chart paper
Markers

Lesson 2: What to do? What to do? Part Two

Materials/Special Preparations Required

Student notes from Lesson 1
Any props necessary for skits
What to Do Solution Sheet –one for each student
Pencils

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies

Grade Level Expectation (GLE):

PS.3.C.03: Identify coping skills for managing 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)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace

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X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations
	Fine Arts	

Unit Essential Questions:

How can I adapt to change?

Unit Measurable Learning Objectives:

The student will identify at least one emotion associated with a life-changing event. The student will work cooperatively to determine at least one coping skill for dealing with a life change scenario.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Guided & Shared-reading, listening, viewing, thinking) _X___ Indirect (Problem Solving; Reflective Discussion) _X___ Experiential (Simulations; Role-playing)

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_____ Independent Study
_X___ Interactive Instruction (Role Playing; Peer Partner Learning; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will identify at least one emotion associated with life changes. Students will work with group members to demonstrate at least one coping skill utilized in response to one life change scenario.

Brief Summary of Unit:
In small groups, students will work together to determine how to best cope with a life-changing event.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowing what life-changing events are
How to work in groups

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Unit 2 Title: How does one cope with life-changing events?

Lesson Title: What To Do? What To Do? Part One **Lesson** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.03: Identify coping skills for managing life changes or events.

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)

Children's book, such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *P.J. Funnybunny and the Very Bad Bunny, Life Changing Situations* sheet (cut into separate situation strips), pencils, chart paper and markers

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and

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	others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least one emotion associated with a life-changing event.
The student will work cooperatively to determine at least one coping skill for dealing with a life change scenario.

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 identify at least one emotion associated with life changes. Students will work with group members to determine at least one coping skill utilized in response to a life change scenario.

Lesson Preparation

Essential Questions: How can you cope with a life-changing event?

Engagement (Hook): Read a story about a character who has to deal with frustration or other emotions, such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *P. J. Funnybunny and the Very Bad Bunny.*

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Discuss examples of life-changing events, using the fictional character as a reference. What was out of the character's control? What could that character control?	1. Students listen and participate in discussion.
2. Divide students into small groups. Give each group a piece of chart paper and a different colored marker. Give each group a life-changing situation slip. They will brainstorm ways to deal with the situation and record responses on the chart paper. Groups will begin preparing a skit to present their ideas to the remaining class members.	2. Students get into groups to read their scenarios and to brainstorm how to handle the situations. If time allows, students may begin developing skits.
3. Circulate around the room ensuring that they are all on task. Warn students when they are close to wrap-up time.	3. Students will continue to formulate plan for coping with a life change scenario and develop a skit to illustrate their ideas.
4. Remind students that they will present their ideas during the next lesson.	4. Students finish up and go back to their seats.

Teacher Follow-Up Activities

Remind students of the things they can – and cannot – control. Work with students to develop effective coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

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Lesson 1 Materials

Life-Changing Situations

1. Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care. **What to do? What to do?**

2. Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents. **What to do? What to do?**

3. Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly. **What to do? What to do?**

4. Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.
What to do? What to do?

5. Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today. **What to do? What to do?**

6. When Josh comes home from school, he finds out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy. **What to do? What to do?**

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Unit 2 Title: How does one cope with life-changing events?

Lesson Title: What to do? What to Do? Part Two **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.3.C.03: Identify coping skills for managing life changes or events.

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)

Student notes from Lesson 1, any props necessary for skits, copies of *What to Do Solution Sheet* for each student, pencils

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer the question "what I learned" for at least two life-changing event scenarios.

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 perform skits and record ideas for problem solving in various situations.

Lesson Preparation

Essential Questions:
How can people learn how to cope with a life-changing event?

Engagement (Hook): Review story from last session. "What advice would you give to [the character' name] to make his/her day better?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Remind students that in the last lesson they were given life-changing situations to practice coping skills and problem solving. "Now it is your turn to show how to cope."	1. Students will respond to counselor prompts and prepare to demonstrate their coping skill skits to classmates.
2. Hand a solution sheet to each student and	2. Students prepare for activity.

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explain they will write down ideas for problem solving and coping in life-changing situations as they watch the skits that are presented.	
3. Have each group present skits. Once the group has finished, ask group members what coping skills the skit showed.	3. Student groups present skits. Classmates watch, listen, and record responses.
4. Give each group a power clap after they present. (Count 1, 2, 3 and everybody claps once)	4. Students receive power claps.
5. Discuss with students the notes they made on their solution sheets.	5. Students finish solution sheets and use for discussion.

Teacher Follow-Up Activities

Give feedback to students on their coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

What to Do Solution Sheet

Situation 1: Missy has been begging her parents for a dog for months. For her birthday, her parents surprised her with a puppy. Now Missy is responsible for the puppy's care.

What did she do?

_____
_____
_____
_____

Situation 2: Jeremiah's mother just had a new baby boy. He's excited about having a new baby in the family, but worries about sharing time with his parents.

What did he do?

_____
_____
_____
_____

Situation 3: Perla's dad just got remarried, and his stepmom does things very differently than her mom does. Perla has already gotten in trouble for not putting her clothes away correctly.

What did she do?

_____
_____
_____
_____

Situation 4: Frankie's brother, Julius, just returned from college for winter break. He feels excited that Julius is home; however, he has to share his little brother's room so that Julius has a place to sleep.

What did he do?

_____
_____
_____
_____

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Situation 5: Sunny has been looking forward to playing a game with her best friend at recess. When she gets outside, she finds out that her friend wants to play with a student who just started school today.

What did she do?

_____

_____

_____

_____

Situation 6: When Josh came home from school, he found out that his little brother trashed his room while he was gone. He even broke Josh's favorite toy.

What did he do?

_____

_____

_____

_____

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Course Description:

Personal/Social Development

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

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

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

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

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

Applying personal safety skills and coping strategies.

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

UNIT DESCRIPTION: How Does One Cope With Life Changing Events? In small groups, students will work together to determine how best to cope with a life-changing event. They will plan and present a skit on this situation and make notes on coping skills to use in various situations.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. How can I adapt to 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 at least one emotion associated with a life-changing event.		PS.3.C.03: Identify coping skills for managing life changes or events.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will work cooperatively to demonstrate at least one coping skill for dealing with a life change scenario.		PS.3.C.03:			P/SD C.	Level 1

ASSESSMENT DESCRIPTIONS*:
Students will work in groups to determine coping skills to use with life-changing events. They will perform skits for each other and write what they learned from each presentation.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: What to do? What to do? Part I Lesson #2: What to do? What to do? Part II
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson #1: What to do? What to do? Part I

2	Lesson #2: What to do? What to do? Part II				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	**Indirect:** ___x__ Problem Solving (Ls. 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments __x___ Simulations (Ls. 1) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing(Ls. 2) _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing (Ls. 1) _____ Panels _____ Brainstorming ___x__ Peer Partner Learning (Ls. 1) _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving (Ls. 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices. **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What are bullying and harassment? Part 1

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Lesson 2: What are bullying and harassment? Part 2

Materials/special preparations Required:

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. (DOK Level-4)

PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention. (DOK Level-3)

American School Counselor Association (ASCA) National Standard:

Personal/Social

B: Students will make decisions, set goals and take necessary action to achieve goals.
C: Students will understand safety and survival skills.

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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 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentation and works 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, questions, and ideas while recognizing the perspectives of others
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purpose and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society and others 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	1. Structures of, functions of, and relationship among human body systems. 5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use.)
	Fine Arts	

Unit Essential Questions:

How do you respect yourself and others?

Unit Measurable Learning Objectives:

The student will answer and review ten true and false questions about bullying. The student will identify the type of bullying in one scenario and develop two solutions for the scenario.

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Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Demonstrations; Guided and Shared-reading, listening, viewing, thinking)
___ Indirect
_X_ Experiential (Surveys)
_X_ Independent Study (Learning Logs; Reports; Research Projects; Assigned Questions)
_X_ Interactive Instruction (Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will use the STAR problem solving method to solve a bullying scenario.

Brief Summary of Unit:
Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. They will use the STAR problem solving method to solve real life scenarios.
Lesson 2 – Students will use the STAR problem solving method to solve real life scenarios.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will review the STAR method to solving problems and the "Say No" method of dealing with dangers. Students will need basic knowledge of how to work together in groups.

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Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: What Are Bullying And Harassment? Part 1 **Lesson** 1 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.
PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

What is Bullying? Survey
What is Bullying? Note-Taking worksheet
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key
Definitions sheet
Scenarios for Group Discussion sheet (for Lesson 2)
Star Model of Problem Solving sheet (for Lesson 2)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentations and works
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems

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	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 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		Compassion		Tolerance
	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will answer and review the ten true and false questions about bullying.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a *What is Bullying?* Survey and notes on bullying.

Lesson Preparation

Essential Questions: Why is bullying a problem?

Engagement (Hook): Students receive a *What is Bullying?* Survey to complete at the beginning of the class.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Session 1 1. Counselor hands out the *What is Bullying?* Survey and gives students a few minutes to complete.	**Session 1** 1. Students complete the survey.

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2. Counselor distributes *What is Bullying?* Note-Taking worksheet.	2. Students look at the *What is Bullying?* Note-Taking worksheet.
3. Counselor first asks students to give their definitions or examples of what a bully is and then she/he shows the supplied definition.	3. Students take notes.

4. Counselor follows up with each of the other definitions:
• Target
• Witness/Reporter
• Harassment
• Types of bullying
  o Physical
  o Emotional
  o Verbal
  o Sexual
	4. Students take notes on each of the definitions given.

5. Counselor wraps up the class by looking at the survey and going over it to see if students have changed their minds about their answers.	5. Students review survey answers and discuss the correct answers.
6. Counselor collects the survey and note-taking worksheets and keeps them for the second lesson.	6. Students turn in their survey and note-taking worksheets to the counselor.

Teacher Follow-Up Activities

Use information from the *What Is Bullying?* materials when needed to address issues in the classroom.

Counselor reflection notes (completed after the lesson)

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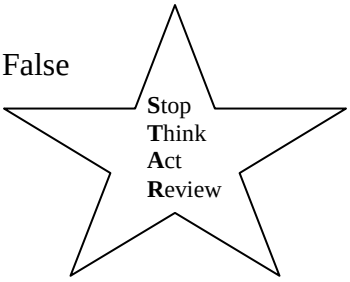
Survey:

What is Bullying?

DIRECTIONS: Read each statement carefully and circle your response.

1. Bullying is just teasing.	True	False
2. Some people deserve to be bullied.	True	False
3. Only boys are bullies.	True	False
4. People who complain about bullies are just babies.	True	False
5. Bullying is a normal part of growing up.	True	False
6. Bullies will go away if you ignore them long enough.	True	False
7. All bullies have low self-esteem.	True	False
8. When you tell an adult when you are being bullied, that is tattling.	True	False
9. The best way to deal with a bully is by trying to get even or fighting.	True	False
10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks.	True	False



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What is Bullying?

Note-taking Worksheet

Bully	Target vs. Victim
Witness/reporter vs. tattling	Harassment
Physical Bullying	Verbal Bullying
Emotional Bullying	Sexual Bullying/Harassment

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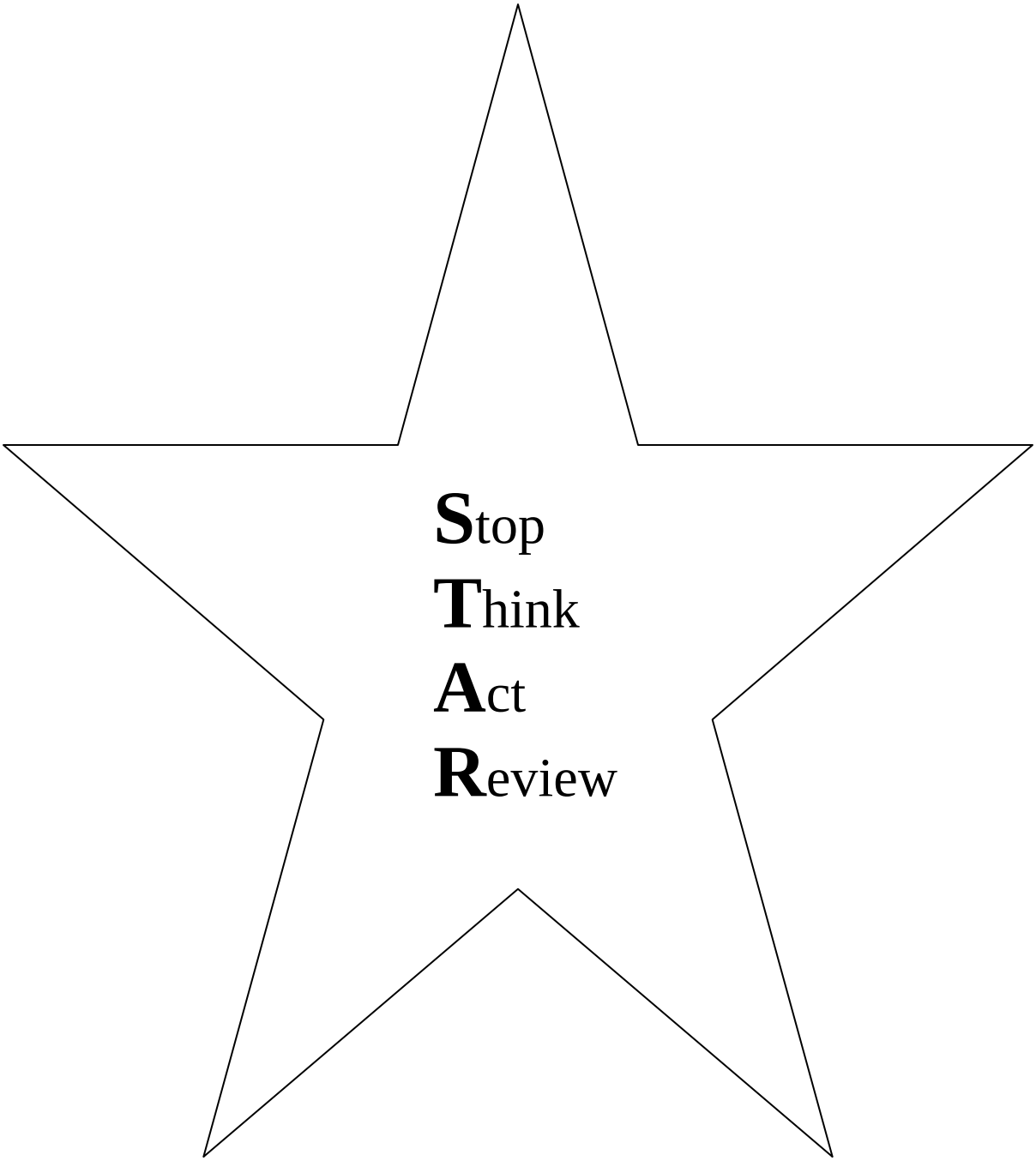

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Student Safety Rules:

Words to Remember

Say NO!

Get Away!

Tell!

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Teacher Notes and Key

Answers to the survey:

They are all FALSE, except TRUE number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing, but it can also be violent and intimidating. Bullying always hurts, while teasing can be fun sometimes.

2. No one asks to be hurt, and bullying is intentional hurting.

3. Both boys and girls bully, although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.

4. People who say they don't like to be hurt are standing up for themselves. They are more grown up than the bullies.

5. Having someone HURT you should not be a normal part of growing up. Bullying is hurtful. If you think that hurting others is okay, then you are saying it is okay to bully. It is not.

6. Sometimes this is true. Sometimes if bullies cannot use intimidation on a person, they will move on to someone else they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.

7. Some bullies do not feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.

8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.

9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier, and can cause problems to get worse.

10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away, but emotional and verbal bullying can leave marks on a person forever.

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Definitions:

Bully: People who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: Person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak, or just different.

Witness/Reporter: A person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone. According to the law it is the *perception* of the person being harassed, not the harasser, that matters.

Physical bullying: When the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal bullying: Name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is *"Sticks and stones can break your bones, but words can break your heart."*

Emotional bullying: This is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual bullying: This can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

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Scenarios for group discussion

1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.	2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."
3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.	4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.
5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.	6. Tom and Dion do not care for school very much, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.

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STAR Model of Problem Solving

Stop

What is the problem?

Think

What are some choices?

What might happen with these choices?

Act

Decide and take action

Review

How did it work?

Do I need to try again?

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Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: What are bullying and harassment? Part 2 **Lesson** 2 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.
PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

What is Bullying? Survey (from Lesson 1)
What is Bullying Note-Taking worksheet (from Lesson 1)
Writing utensils
STAR poster
Student Safety Rules poster
Teacher Notes and Key and *Definitions* sheet
Scenarios for Group Discussion sheet
Star Model of Problem Solving sheet

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify the type of bullying in one scenario and develop two possible solutions for the scenario.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will participate in a question and answer activity, and do a report on a bullying scenario.

Lesson Preparation

Essential Questions: How can bullying be eliminated?

Engagement (Hook): Remind students what they learned about bullying during the last session. Ask students the essential question: How can bullying be eliminated?

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out the notes from the first session and asks students to look over them. Counselor explains that the students will be dividing into small groups of 3-4 people and each group will receive a scenario of a real life situation. The group will then: • Decide what kind of bullying is happening in that scenario. • Decide on two ways the person/people in the story could handle the bully and the situation.	1. Students will look at their notes and surveys as the counselor reviews the information.
2. Counselor will introduce or review the STAR problem solving method from a previous lesson.	2. Students review or learn STAR problem solving method.
3. Counselor divides students into small groups and gives each group a scenario to read and discuss.	3. Students move into small groups. They decide who will report on the scenario, who will tell about the type of bullying that is occurring in the scenario, and who will share their solutions.
4. Give groups have 15 minutes to read and discuss scenarios.	4. Groups read and discuss the scenarios.
5. Groups are called back to order and they have one representative tell about their scenario, one tell about what kind of bullying is happening and why they think that, and one who explains the two solutions they came up with for the situation.	5. Groups give their reports to the entire class.
6. Counselor can wrap up by having students share what they have learned about bullying and a strategy that they liked that they plan to try.	6. Students respond.

Teacher Follow-Up Activities

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Counselor reflection notes (completed after the lesson)

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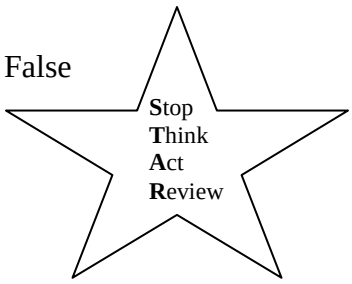
Survey:

What is Bullying?

DIRECTIONS: Read each statement carefully and circle your response.

1. Bullying is just teasing.	True	False
2. Some people deserve to be bullied.	True	False
3. Only boys are bullies.	True	False
4. People who complain about bullies are just babies.	True	False
5. Bullying is a normal part of growing up.	True	False
6. Bullies will go away if you ignore them long enough.	True	False
7. All bullies have low self-esteem.	True	False
8. When you tell an adult when you are being bullied, that is tattling.	True	False
9. The best way to deal with a bully is by trying to get even or fighting.	True	False
10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks.	True	False



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What is Bullying?

Note-taking Worksheet

Bully	Target vs. Victim
Witness/reporter vs. tattling	Harassment
Physical Bullying	Verbal Bullying
Emotional Bullying	Sexual Bullying/Harassment

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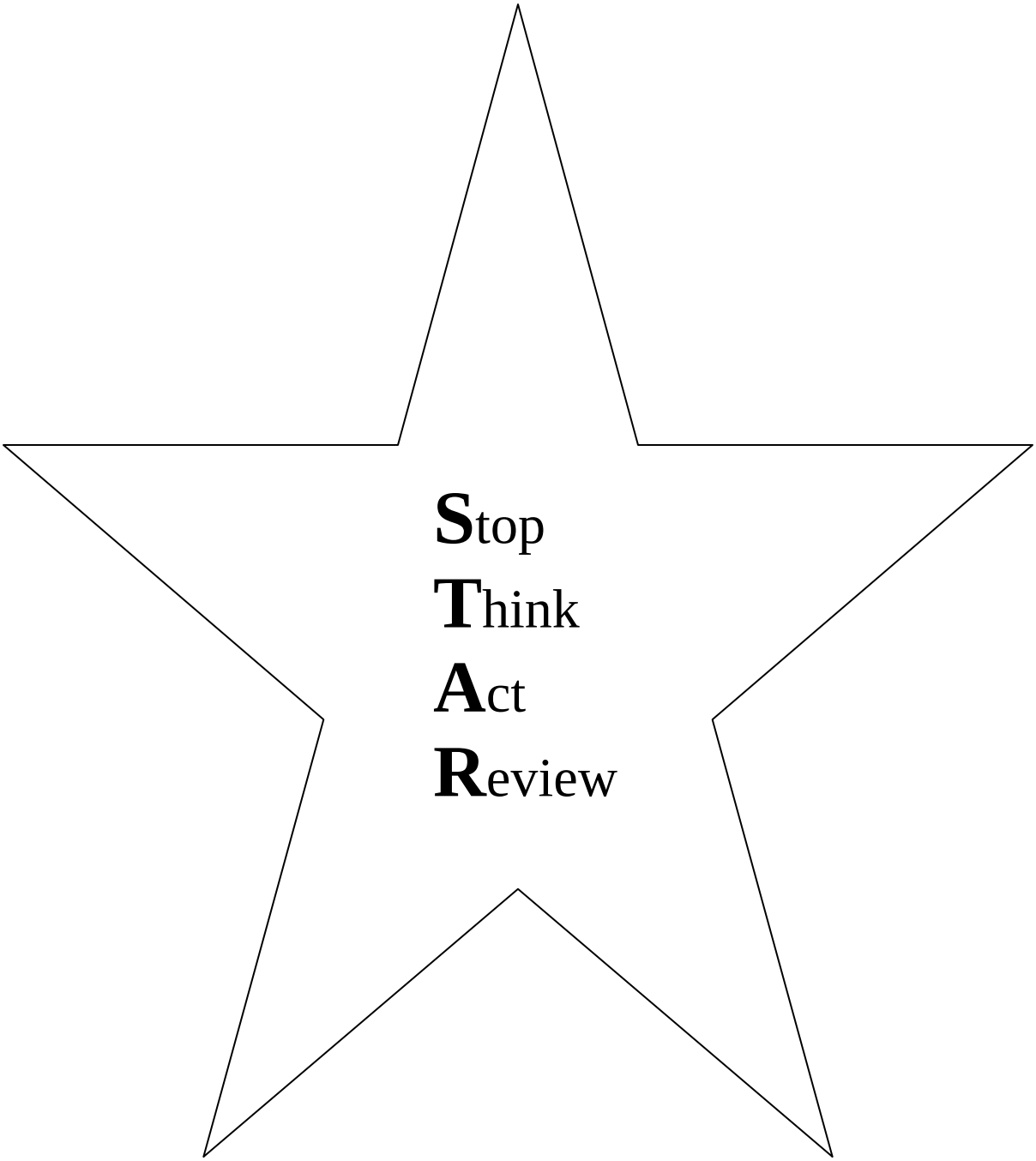

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Student Safety Rules:

Words to Remember

Say NO!

Get Away!

Tell!

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Teacher Notes and Key

Answers to the survey:

They are all FALSE, except TRUE number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing, but it can also be violent and intimidating. Bullying always hurts, while teasing can be fun sometimes.

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3. Both boys and girls bully, although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.

4. People who say they don't like to be hurt are standing up for themselves. They are more grown up than the bullies.

5. Having someone HURT you should not be a normal part of growing up. Bullying is hurtful. If you think that hurting others is okay, then you are saying it is okay to bully. It is not.

6. Sometimes this is true. Sometimes if bullies cannot use intimidation on a person, they will move on to someone else they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.

7. Some bullies do not feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.

8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.

9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier, and can cause problems to get worse.

10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away, but emotional and verbal bullying can leave marks on a person forever.

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Definitions:

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Scenarios for group discussion

1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.	2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."
3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.	4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.
5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.	6. Tom and Dion do not care for school very much, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.

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STAR Model of Problem Solving

Stop

What is the problem?

Think

What are some choices?

What might happen with these choices?

Act

Decide and take action

Review

How did it work?

Do I need to try again?

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: Keeping Myself Safe By Making Safe and Healthy Choices. Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. Lesson 2 – Students will use the STAR problem solving method to solve real life scenarios.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 90 minutes each
ESSENTIAL QUESTIONS: 1. How do you respect yourself and others?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will answer and review ten true and false questions about bullying.		PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. PA.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.			P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C. Students will understand safety and survival skills.	Level 4 Level 3
2. The student will identify the type of bullying in one scenario and develop two solutions for the scenario.		PS.3.A.04 PA.3.B.04			P/SD B. P/SD C.	Level 4 Level 3

ASSESSMENT DESCRIPTIONS:
Students will use the STAR problem solving method to solve a bullying scenario.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
	See Lessons:
1	Lesson #1: What are Bullying and Harassment? Part 1
2	Lesson #2: What are Bullying and Harassment? Part 2
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
	See Lessons:
1	Lesson #1: What are Bullying and Harassment? Part 1
2	Lesson #2: What are Bullying and Harassment? Part 2

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___x__ Demonstrations (Ls. 2) ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 1)	_____ Essays _____ Computer Assisted Instruction _____ Journals ___x__ Learning Logs (Ls. 1) ___x__ Reports (Ls. 2) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 2) ___x__ Assigned Questions (Ls. 2) _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1, 2) _____ Jigsaw ___x__ Problem Solving (Ls. 1, 2) ___x___ Structured Controversy (Ls. 2) _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 2 Title: How Does A Person Cope With Life Changing Events? **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Conflict Mediation Part 1: Getting ready
Materials/special preparations Required:
What is Conflict? Graphic Organizer
Three Different Approaches to Conflict Worksheet
Mediation Do's and Don'ts Activity Sheet
Communication Pyramid for Mediation Activity Sheet
Chart paper
Markers, Pencils
Post it notes

Lesson 2: Conflict Mediation Part 2: Practice.
Materials/special preparations Required:
Mediation contract
Student handouts from Lesson 1
Peer Mediation Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.04: Utilize coping skills for managing life changes or events. (DOK Level-3)

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B. Students will make decisions, set goals and take necessary action to achieve goals
C. Students will understand safety and survival skills

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of other
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements

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	2. Develop and apply strategies based on ways others have prevented or solved problems.
	Goal 4: Make decisions and act as responsible members of society and others

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is respect important?

Unit Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion.
The student will serve as a mediator to work through one mediation and complete the mediation contract.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Lecture; Drill & Practice; Guided and Shared-reading, listening, viewing, thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Mapping)
_X_ Experiential (Simulations; Role-playing)
___ Independent Study
_X_ 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 use the skills learned about conflict mediation in practice mediation sessions using real life situations.

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Brief Summary of Unit:
Students will learn about kinds of conflict and how they affect the body and stress levels. They will learn techniques that can be used to help solve conflict.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need basic knowledge of how to work together in groups.

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Unit 2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Conflict Mediation – Part 1: Getting ready **Lesson** 1 of 2

Grade Level: 4

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.04: Exhibit coping skills for managing life-changes or events.

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)

What is Conflict? Graphic Organizer
Three Different Approaches to Conflict Worksheet
Mediation Do's and Don'ts Activity Sheet
Communication Pyramid for Mediation Activity Sheet
Chart paper
Markers
Pencils
Post it notes

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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		grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion.

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 contribute at least one idea to the concept map and class discussion.

Lesson Preparation

Essential Questions: How is conflict resolved?

Engagement (Hook): Counselor will have previously prepared two students who will come into the classroom having an argument. The counselor will intervene and act as the mediator. She/he will then ask the rest of the class to explain what they just observed and what the outcome was.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Session 1	**Session 1**
1. The counselor will act as the mediator and help the students mediate their argument.	1. Two students will enter the classroom arguing loudly.
2. Counselor will ask the class to explain what they just saw.	2. Students will explain what they observed.
3. The counselor will distribute all handouts and ask students to brainstorm “What is conflict?”	3. Students will look through the handouts and begin to brainstorm answers to “What is conflict?”

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4. Counselor will discuss escalation and de-escalation of conflict and look at the win-win or lose-lose scenarios. Counselor will also present the idea of aggressive, passive, and assertive responses to conflict.	4. Students will generate various conflict scenarios and discuss appropriate responses.
5. Counselor will present the *Mediation Do's and Don'ts* and the *Communication Pyramid*.	5. Students will discuss the *Mediation Do's and Don'ts* and look at the *Communication Pyramid*.
6. Counselor will end the session letting students know that next time they will actually role-play practice mediation.	6. Students will understand that next session they will be doing an actual mediation practice session.

Teacher Follow-Up Activities

Students will share the *Mediation Do's and Don'ts* with their teacher. Students will practice the skills learned to resolve conflicts.

Counselor reflection notes (completed after the lesson)

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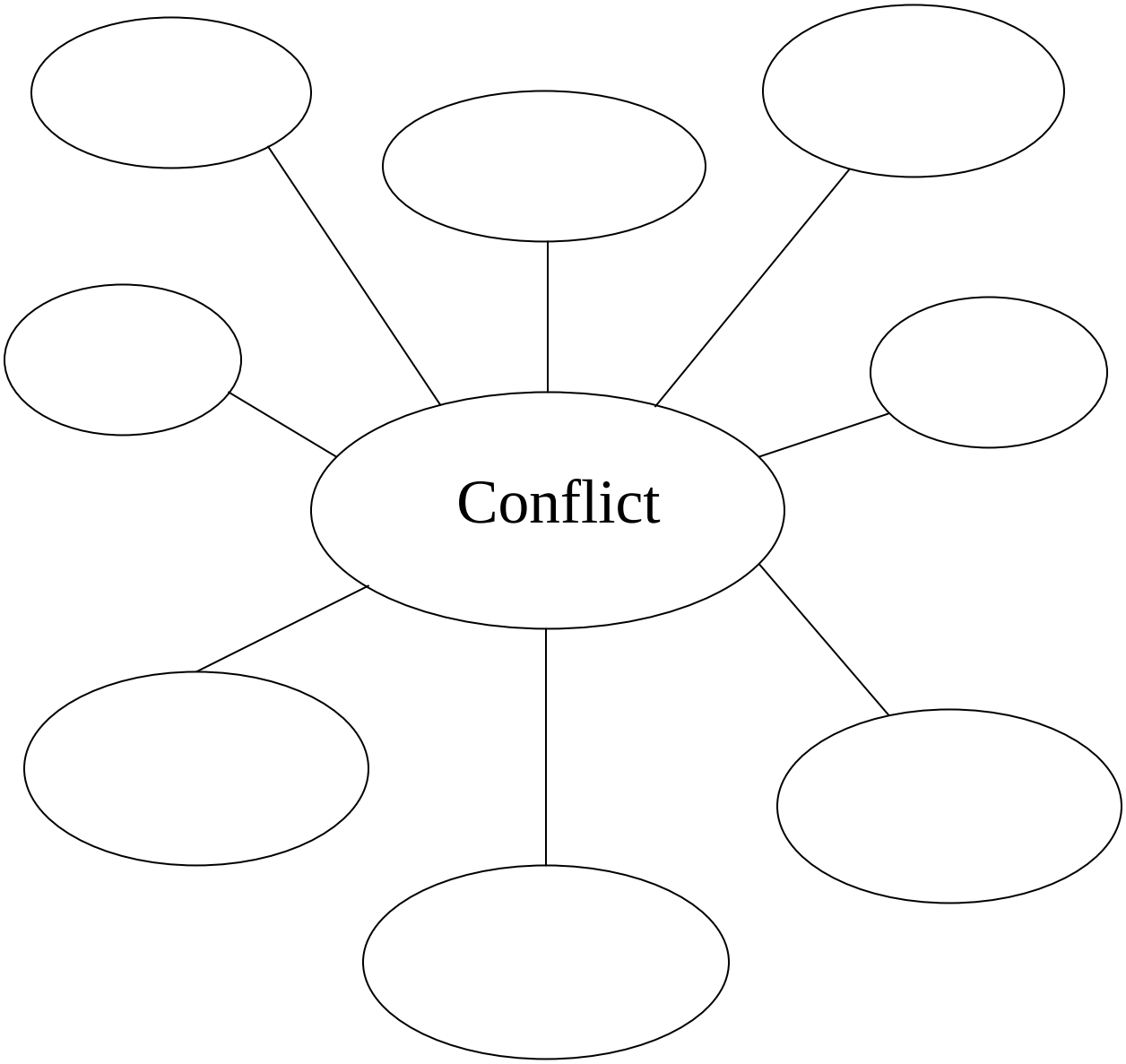
What is Conflict?



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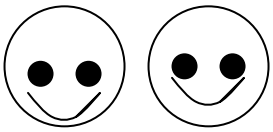
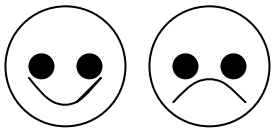
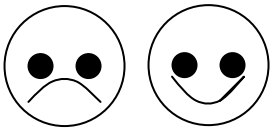
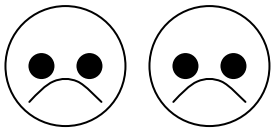
Adapted from the work of Thomas Gordon, Parent Effectiveness Training materials.

 WIN – WIN Both people get what they want Conflict solved	 WIN – LOSE Person 1 gets what he/she wants but person 2 does not Conflict NOT solved
 LOSE – WIN Person 1 does not get what he/she wants and person 2 does Conflict NOT solved	 LOSE – LOSE Neither person gets what he/she wants Conflict continues

<u>Three Approaches to Conflict</u>

Aggressive

Passive

Assertive

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Mediation Do's and Don'ts

1. Do listen carefully.	**Don't take sides.**
2. Do be fair.	**Don't tell them what to do.**
3. Do ask how each feels	**Don't ask who started it.**
4. Do let each one state what happened.	**Don't try to blame anyone for the situation.**
5. Do treat each person with respect.	**Don't ask, "Why did you do it?"**
6. Do keep what you are told confidential.	**Don't give advice.**
7. Do mediate in private.	**Don't look for witnesses.**

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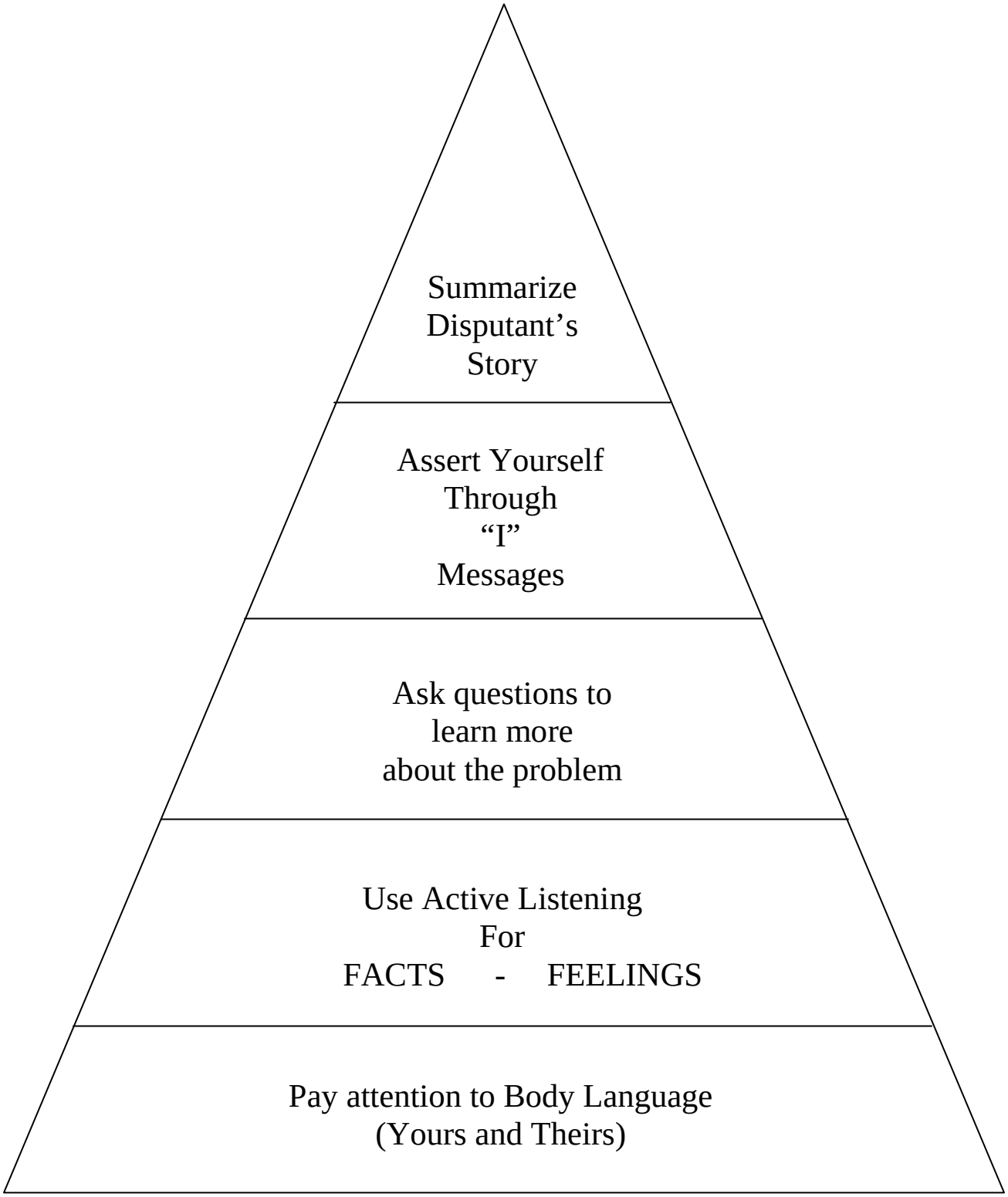
Communication Pyramid For Mediation



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Unit 2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Conflict Mediation - Part 2: Practice **Lesson** 2 of 2

Grade Level: 4

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.04: Utilize coping skills for managing life changes or events.

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)

Mediation contract
Student handouts from Lesson 1
Peer Mediation Worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will serve as a mediator to work through one mediation and complete the mediation contract.

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 divide into small groups and perform the mediation process, taking turns as mediators and disputants.

Lesson Preparation

Essential Questions: How does a person cope with life-changing event?

Engagement (Hook): Students will be reminded that today they will be actually role-playing real mediations.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor reviews handouts from Lesson 1 going over the concepts of mediation.	1. Students discuss and review the handouts.
2. Counselor asks for 4 volunteers to come to the front and play the roles of 2 mediators and 2 disputants.	2. Four students volunteer to participate in the class role-play based on scenario generated in Lesson 1.
3. Counselor directs students to choose one of the class generated problem scenario from Lesson 1.	3. Disputants select their conflict and the peer mediators' look over their *Peer Mediation* Worksheet, deciding who will take what parts and who will be the scribe.
4. Counselor observes the role play adding	4. Students present the mediation role-play.

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comments and support as needed.	
5. Counselor leads discussion on what went well and what were problems with the mediation.	5. Students discuss the mediation. What went well and what problems they perceived.
6. Students are divided into small groups to practice mediation in their groups. Groups are 4-5 students. Mediations are done twice to allow each student the opportunity to be a mediator and a disputant.	6. Students divide into small groups of 4-5 to role-play their own mediations. Each group does two mediations allowing each student to be a mediator and a disputant.
7. The counselor circulates, observing, and assisting as needed. At the end the counselor has the students come back in to a large group and discuss their experiences.	7. Students do two role-plays and then return to the large group to discuss their experiences.

Teacher Follow-Up Activities

Groups share their role-plays with the teacher.

Counselor reflection notes (completed after the lesson)

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Peer Mediation Worksheet

1. **Introductions:** "I am _____." "I am _____ and we are peer mediators." "Do you want to solve this problem with us, or with the teacher?"

2. **Get the names of the disputants and write them in the Solutions section below**.

3. **Rules:** "In order to solve the problem with us you must agree to the following rules:"
   1. Be respectful of others; no name-calling or put-downs.
   2. Speak in turn; no interruptions.
   3. Whatever is said here stays here, unless otherwise agreed.

4. **Problem:** ("What is the problem and how does it make you feel?")_____
_____
_____
_____

5. Solutions: ("What do you want from the other disputant? What can you do to solve the problem?")

Disputant's name:	Disputant's name:

6. Agreement (Who?, What?, When?, Where?, How?):

_____**(disputant's name) agrees to:**

_____

_____

_____

_____**(disputant's name) agrees to:**

_____

_____

_____

Date: _____

Sign: Disputant: _____ Disputant: _____

Mediator: _____ Mediator: _____

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Course Description:

Personal/Social Development

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

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

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

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

UNIT DESCRIPTION: How Does A Person Cope With Life Changing Events? Students will learn about kinds of conflict and how they affect the body and stress levels. They will learn techniques that can be used to help solve conflict.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:
1. Why is respect important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will contribute at least one idea to the concept map and class discussion.		PS.3.C.04: Utilize coping skills for managing life changes or events.			P/SD B. Students will make decisions, set goals and take necessary action to achieve goals. P/SD C. Students will understand safety and survival skills.	Level 3 Level 3
2. The student will serve as a mediator to work through one mediation, and complete the mediation contract.		PS.3.C.04			P/SD B. P/SD C.	Level 3 Level 3

ASSESSMENT DESCRIPTIONS*:
Students will use the skills learned about conflict mediation in practice mediation sessions using real life situations.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson #1: Conflict Mediation Part 1: Getting ready Lesson #2: Conflict Mediation Part 2: Practice
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson #1: Conflict Mediation Part 1: Getting ready Lesson #2: Conflict Mediation Part 2: Practice

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	__x___ Structured Overview (Ls. 1) __x___ Lecture (Ls. 1) _____ Explicit Teaching __x___ Drill & Practice (Ls. 2) _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	___x__ Problem Solving (Ls. 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation ___x__ Concept Mapping (Ls. 1) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___x__ Simulations (Ls. 2) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x__ Role Playing (Ls. 2) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Dealing with Peer Influence: What Are Bullying and Harassment?

Materials/special preparations Required:

- *Definitions* handout
- *STAR* poster
- *Student Safety Rules* poster
- SMART board, white board, or other electronic media
- Markers
- Paper and pencil for each student

Lesson 2: How Much Does Smoking Really Cost?

Materials/special preparations Required:

- *Tobacco Survey* activity sheet for each student
- *The Cost of Habits* activity sheet for each student
- A completed *The Cost of Habits* sheet using information the counselor looked up in advance
- Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website
- SMART board, white board, or other electronic device
- Markers and writing materials
- *Tobacco Survey Answer Key*

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. (DOK Level - 4)

PS.3.B.05: Apply personal safety strategies as they relate to different situations. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social

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

C: Personal/Social Development: Students will understand safety and survival skills.

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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 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of other
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society and others 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application if these operations and concepts in the workplace and other situations
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use 6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
	Fine Arts	

Unit Essential Questions:

Why should I show self-respect?

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Unit Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.
The student will calculate the cost of smoking cigarettes compared to two healthy habits.

Unit Instructional Strategies/Instructional Activities:

_x_ Direct
_x_ Indirect
_x_ Experiential
_x_ Independent Study
_x_ Interactive Instruction

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 present their findings to the whole group through a group reporting method.

Brief Summary of Unit:
Lesson 1: Students will look at peer influences in various situations and use problem-solving strategies to avoid violent situations.
Lesson 2: Students will look at the cost of using cigarettes both on their bank account and their health and then look at what they would rather spend that money on that would be healthy and make them happy.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will review the *STAR* method to solving problems and the "Say No" method of dealing with dangers. Students will need basic knowledge of how to work together in groups.
Students need knowledge of the use and abuse of legal/illegal drugs.

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Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: Dealing with Peer Influence: What Are Bullying and Harassment? **Lesson** 1 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills.
PS.3.B.05: Apply personal safety strategies as they relate to violence and harassment.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development

B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Definitions handout
STAR poster
Student Safety Rules poster
SMART board, white board, or other electronic media
Markers
Paper and pencil for each student

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, or visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.

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 take brainstormed ideas and put them into real life scenarios. They will then come up with solutions to the problems stated.

Lesson Preparation

Essential Questions: Why is it important to think for myself?

Engagement (Hook): Counselor will open with a scenario from the news or a TV show or movie that deals with negative peer influence. Then the counselor will have the students brainstorm suggestions on what could have been done and then he/she will tell the students what actually happened.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will present a real life scenario from the news, a movie or a TV show as an opening. He/she will have students brainstorm possible solutions and consequences for the negative behavior.	1. Students will listen and discuss what the consequences are for the negative behavior described.
2. Counselor will review the definitions of bullying and harassment with students. Counselor will have students discuss how peers influence them both positively and negatively.	2. Students will review the definitions of bullying and harassment and discuss how peers influence them.
3. Counselor will have students brain storm scenarios where peers influence them both currently and looking at possible influences in middle school. Counselor will list these on the SMART board, white paper, or other electronic device.	3. Students will brainstorm scenarios where peers influence them now and what they see as possible problems in middle school. These ideas will be listed on a visual display or chart.
4. Counselor will divide students into group of three to five students. Each group will pick at least two scenarios to discuss and present solutions to. Counselor will provide *Student Safety Rules* poster and *STAR* poster for students to use.	4. Students move into groups and each group will pick at least two scenarios to discuss and prepare an oral presentation of their solutions. Students will use *Student Safety Rules* poster and *STAR* poster.
5. Counselor will give each group a piece of chart paper to write their scenario on and to write out their solutions for presentation.	5. Each group will write their scenario on a piece of chart paper, list their solutions, and report to the whole group.

Teacher Follow-Up Activities

The teacher will review the student-generated solutions to the scenarios students.

Counselor reflection notes (completed after the lesson)

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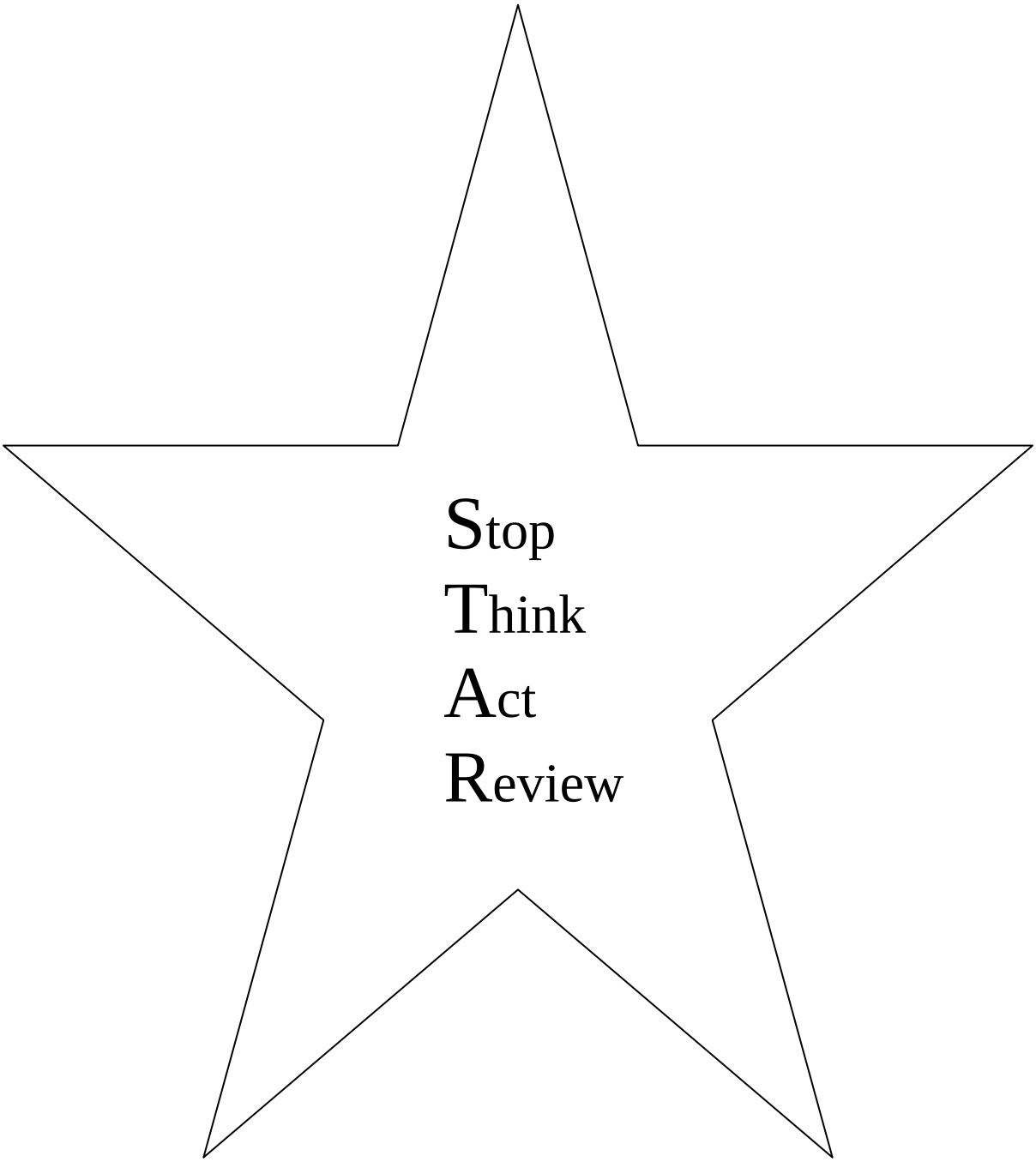

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Student Safety Rules
Words to Remember

Say NO!

Get Away!

Tell!

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Definitions:

Bully: people who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: person a bully picks on. Bullies choose targets for many different reasons. They may see them as week or just different.

Witness/Reporter: a person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone one. According to the law it is the *perception* of the person being harassed not the harasser that matters.

Physical Bullying: when the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal Bullying: name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is *"Sticks and stones can break your bones, but words can break your heart."*

Emotional Bullying: this is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual Bullying: this can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

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Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: How Much Does Smoking Really Cost? **Lesson** 2 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills.
PS.3.B.05: Apply personal safety strategies as they relate to violence and harassment.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Tobacco Survey activity sheet for each student
The Cost of Habits activity sheet for each student
A completed *The Cost of Habits* sheet using information the counselor looked up in advance
Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website
SMART board, white board, or other electronic device
Markers and writing materials
Tobacco Survey Answer Key

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 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 2. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problem
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)**

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X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will calculate the cost of smoking cigarettes compared to two healthy habits.

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 present their findings and share what they would do with the money they save by not smoking. They will also share ways to “Say No” to tobacco use.

Lesson Preparation

Essential Questions: How do unhealthy habits affect your future?

Engagement (Hook): Counselor will open class by asking kids what their future plans are. Who is interested in sports? Who is interested in dance? How many plan to eat wisely and exercise? Then he/she will hand out a True/False survey on smoking/tobacco facts.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will hand out *Tobacco Survey*. Students get 5 minutes to take the survey	1. Students will discuss their future plans with the counselor and then fill out the *Tobacco*

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and then the information will be discussed.	*Survey*.
2. Counselor will hand out a tobacco fact sheet (or set of sheets) and have students read and discuss the facts. Counselor will touch on: • Forms of tobacco • Body systems effected • Addictiveness • Cost	2. Students will read through the fact sheet and answer questions asked by the counselor.
3. Counselor will show or project a completed *The Cost of Habits* worksheet. The counselor will have previously gathered current information from the National Institute of Drugs and Alcohol (NIDA) or a similar website.	3. As a group, students will complete their *The Cost of Habits* activity sheet with information on the cost per cigarette and per carton. They will then look at cost per day, week, and year.
4. Counselor will then have students team up with a partner and discuss what they can do with the money they can save annually by not smoking.	4. Students will discuss their ideas with partners.
5. Counselor will have students share their ideas of how to spend their money. They will also share ways to resist peer influence and commercials.	5. Students will share their ideas and share ways to say no to peers and no to commercials and advertisement.

Teacher Follow-Up Activities

The teacher will review tobacco survey and student ideas.

Counselor reflection notes (completed after the lesson)

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Tobacco Survey

1. The drug in tobacco is called nicotine.	**True**	**False**
2. Nicotine is as addictive as heroin.	**True**	**False**
3. Over 400,000 people die annually from smoking cigarettes.	**True**	**False**
4. Cigarettes contain over 4,000 chemicals.	**True**	**False**
5. Over 40% of all children in the US live in a household where at least one person smokes.	**True**	**False**
6. Smokeless tobacco is more addictive than cigarettes.	**True**	**False**
7. Addiction to cigarettes often leads to other forms of drug addiction.	**True**	**False**
8. Smoking is especially dangerous for teens.	**True**	**False**
9. People who smoke make great athletes and dancers**.**	**True**	**False**
10. Smoking makes you look more grown up.	**True**	**False**

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Tobacco Survey Answer Key

Numbers 1-8 are all true. The fact sheets all agree on these findings. Many statistics are even larger then stated on the survey.

Numbers 9 and 10 are both false. Have the students discuss why they are false. Answers can include something about limited lung capacity needed by dancers and athletes and what characteristics grown-ups have. Is holding a cigarette something that makes you look grown up?

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Name: _____ Date: _____

The Cost of Habits

Directions: The counselor will provide information on the cost for each habit per day, week, month, and year. Students will compare health costs and the monetary costs during each of the time periods.

Tobacco Costs	**Per Day**	**Per Week**	**Per month**	**Per Year**
Cost Per Cigarette Health Costs				
Monetary Costs				
Cost Per Pack Health Costs				
Monetary Costs				
Cost Per Carton Health Costs				
Monetary Costs				
Healthy Habit Costs #1_____ Health Costs				
Monetary Costs				
Cost Healthy Habit #2_____ Health Costs				
Monetary Costs				

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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.

Grade Level/Course Title: Gr 5 / PS3-Gr5-Unit1 Course Code: Personal/Social Development

UNIT DESCRIPTION: Keeping Myself Safe by Making Safe and Healthy Choices Students will look at peer influences in various situations, and use problem-solving strategies to avoid violent situations. Students will look at the cost of using cigarettes, both on their bank account and their health, and then look at what they would rather spend that money on that would be healthy and make them happy.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:
1. Why should I show self-respect?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work cooperatively in small groups to write and present a scenario demonstrating one problem solving skill.		PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. PS.3.B.05: Apply personal safety strategies as they relate to different situations.			P/S B: Students will make decisions, set goals and take necessary action to achieve goals. P/S C: Development: Students will understand safety and survival skills.	Level 4 Level 4
2. The student will calculate the cost of smoking cigarettes compared to two healthy habits.		PS.3.A.05 PS.3.B.05			P/S B P/S C	Level 4 Level 4

ASSESSMENT DESCRIPTIONS*:
Students will present their findings to the whole group through a group reporting method.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: Dealing With Peer Influence: What Are Bullying and Harassment? Lesson #2: How Much Does Smoking Really Cost?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: Dealing With Peer Influence: What Are Bullying and Harassment? Lesson #2: How Much Does Smoking Really Cost?

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 2) _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	___x__ Problem Solving s. 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __x___ Simulations (Ls. 1) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 1) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 2) _____ Assigned Questions _____ Learning Centers	_____ Debates ___x__ Role Playing (Ls. 1) _____ Panels ___x__ Brainstorming (Ls. 2) _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving _____ Structured Controversy (Ls. 2) _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 2 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1:Using I-Messages
Materials/special preparations Required:
I-Message worksheet handout
Scenarios cards
I-Message sheet displayed on SMART board, white board, or other electronic media

Lesson 2: Coping or Copping Out?
Materials/special preparations Required:
SMART board, white board, or other electronic media
Coping vs. Copping Out? Worksheet
Writing utensils

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.05: Evaluate various coping skills for managing life changes or events. (DOK Level - 4)

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

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experiences in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society

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	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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What are safe and healthy choices?

Unit Measurable Learning Objectives:

The student will write at least one I-statement.
The student will respond to three scenarios with appropriate coping strategies and solutions.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct
__X__ Indirect
__X__ Experiential
____ Independent Study
__X__ Interactive Instruction

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 present possible I-Messages for various scenarios.
Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.

Brief Summary of Unit:
Lesson 1: Students will discuss what makes up an *I-Message* and then will be presented with scenarios and discuss one or more ways to answer the situation using *I-Message*. They will also look at passive, aggressive, and assertive behaviors and present *I-Message* for each situation.
Lesson 2: Students will discuss life-changing events and provide coping and copping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with

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them and present the results to class.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will have a basic understanding of anatomy and body systems.
Students will need basic knowledge of how to work together in groups.

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Unit 2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Using I-Messages **Lesson** 1 of 2

Grade Level: 5

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.05: Evaluate various coping skills for managing life changes or events.

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)

I-Message worksheet
Scenario cards
I-Message displayed on SMART board, white board, or other electronic media

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will complete the *I-Message* worksheet to each student, discussing each part.

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 fill in the *I-Message* worksheet.

Lesson Preparation

Essential Questions: How do I show respect for myself and others?

Engagement (Hook): Counselor opens by asking students "Why is it important to feel good?" and then discusses with students how we can let others know when we don't feel good.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out the *I-Message* worksheet to each student, discussing each part.	1. Students participate in the discussion.
2. Counselor discusses things to avoid when making *I-Messages.*	2. Students discuss what I-statements look like and how they are used.
3. Counselor gives students time to fill in the *I-Message* worksheet.	3. Students practice writing sample I-statements.
4. Counselor has students share their I-statements.	4. Students share their examples.
5. Counselor has students brainstorm scenarios and then come up with I-Messages that can be used in those situations.	5. Students brainstorm scenarios and then share I-Messages that can be used in each situation.

Teacher Follow-Up Activities

The teacher posts the *I-Messages* sheets in the classroom and reminds students to use the I Statements when interacting with others.

Counselor reflection notes (completed after the lesson)

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I-Messages

_____, **I feel**

Name

_____

Feeling word

When _____

Situation

because _____

Reasons Why

_____

_____

Examples:

+ "Samantha. I feel **happy** when you **listen to me** because **you are important to me."**

- " Thomas, I feel **hurt** and **frustrated** when you **hit me** because **I'm not allowed to hit you back."**

List of feelings words: sad, mad, scared, angry, frustrated, happy, stressed, glad, frightened, etc.

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Unit 2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Coping or Copping Out? **Lesson** 2 of 2

Grade Level: 5

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.05: Evaluate various coping skills for managing life changes or events.

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)

SMART board, white board, or other electronic media
Coping vs. Copping Out? Worksheet
Writing utensils

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experiences in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives,

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		essays) and informally (such as outlines, notes) 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		Tolerance
X	Respect	X	Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will respond to three scenarios with appropriate coping strategies and solutions.

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 identify and present coping skills for various life changing events in a small group situation.

Lesson Preparation

Essential Questions: What are life-changing events? How does a person cope with life-changing events?

Engagement (Hook): Direct the class to follow directions without speaking. Ask the class to *Stand Up If*: You have lost a pet. You have lost a relative. You have moved to a new house. Tell the class that today we are going to talk about coping with these events.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor opens session with *Stand Up If* activity above.	1. Students respond.
2. Counselor gives the definition of coping as working through difficulty in positive ways. Copping out can be defined as giving up without really trying. An example of coping might be when the teacher is absent and the class has a substitute. The substitute may do or say things differently from the teacher, but the class deals with it to make it through the	2. Students listen.

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day in a positive way.	
3. Counselor divides the class into groups of four or five and passes on the *Coping vs. Copping Out* worksheet. As a group, students will give alternatives and consequences for each decision and present their results to the class.	3. Students move to groups. Students review, discuss, and develop possible alternatives and consequences on their problem (*Coping vs. Copping Out* worksheet) and present to the class.
4. Counselor lists suggestions on the chart paper.	4. Students meet and present.
5. Counselor concludes with a discussion reviewing the various ways to respond to life changing events.	5. Students participate in the review.

Teacher Follow-Up Activities

Teacher will review some of the coping strategies suggested on the chart paper. The chart will be posted in the classroom to review during stressful situations in the future.

Counselor reflection notes (completed after the lesson)

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Coping vs. Copping Out?

If you were facing the following situations, how would you cope?

1. A rumor was spread at your school that was not true and the people that you thought were your friends stopped talking and playing with you.

Coping vs. Copping out solution:

_____

_____

2. In the middle of the year, your parents move to another house and you have to transfer to another school.

Coping vs. Copping out solution:

_____

_____

3. A close relative is ill and dies.

Coping vs. Copping out solution:

_____

_____

4. Your parent's work hours change. Since they work afternoons, you can no longer participate in the activities with your peers.

Coping vs. Copping out solution:

_____

_____

5. Your teacher has a long-term illness. The class is in chaos.

Coping vs. Copping out solution:

_____

_____

6. Your parents announce that you will have a new or adopted sister or brother soon.

Coping vs. Copping out solution:

_____

_____

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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: Keeping Myself Safe by Making Safe and Healthy Choices Students will discuss what makes up an *I-Message* and then will be presented with scenarios and discuss one or more ways to answer the situation using *I-Messages*. They will also look at passive, aggressive, and assertive behaviors and present *I-Messages* for each situation. Students will discuss life-changing events and provide coping and copping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with them and present the results to class.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:
What are safe and healthy choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write at least one *I-Message*.		PS.3.C.05: Evaluate various coping skills for managing life changes or events.			P/S C: Development: Students will understand safety and survival skills.	Level 4
2. The student will respond to three scenarios with appropriate coping strategies and solutions.		PS.3.C.05			P/S C	Level 4

ASSESSMENT DESCRIPTIONS*:
Students will present possible I-Messages for various scenarios.
Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	_x___Direct _x___Indirect _x___Experiential _____Independent study _x___Interactive Instruction
1 2	See Lessons: Lesson #1: Using *I-Messages* Lesson #2: Coping vs. Copping Out?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: Using *I-Messages* Lesson #2: Coping vs. Copping Out?

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	__x_ Structured Overview (Ls. 1) _____Lecture __x_ Explicit Teaching (Ls. 1) __x_ Drill & Practice (Ls. 1) _____Compare & Contrast _____Didactic Questions _____Demonstrations __x_ Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	__x_ Problem Solving (Ls. 1, 2) _____Case Studies _____Reading for Meaning _____Inquiry __x_ Reflective Discussion (Ls. 1) _____ Writing to Inform _____Concept Formation __x_ Concept Mapping (Ls. 1) __x_ Concept Attainment (Ls. 1) _____Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____Focused Imaging _____ Field Observations ___x Role-playing (Ls. 1) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x Role Playing (Ls. 1) _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x Discussion (Ls. 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw ___x Problem Solving (Ls. 1, 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit 1 Title: Decisions, Decisions, Decisions! **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 Minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

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

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.
Dry erase board, SMART board, or other visual display

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

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout

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

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".
Blank paper (quartered) to use for students to write problems.
3-ring Binder with display panel
Dry erase board, SMART board, or other visual display
Notebook paper
1 sheet bright paper for binder cover

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

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

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

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

American School Counselor Association (ASCA) National Standard:

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Personal/Social development C: Students will understand safety and survival skills.

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

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

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

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

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Unit Essential Questions:

What is the cost of making poor decisions?

Unit Measurable Learning Objectives:

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

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

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

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect (Problem Solving; Reflective Discussion; Writing to Inform; Concept Formation; Concept Attainment)
__X__ Experiential (Role Playing)
_____Independent Study
__X__ Interactive Instruction (Role Playing; Discussion; Think, Pair, Share; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will respond orally to reflection pieces and observations with regard to decision-making, problem solving and refusal skills.

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

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.

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Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: Opportunity Knocks, But It Costs, Too! **Lesson** 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3 Applying personal safety skills and coping strategies.

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

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)

Steps to Effective Problem Solving handout
Steps to Effective Decision Making handout
Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.
Dry erase board, SMART board, or other visual display

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Students will be provided with a situation for which a decision is to be made. Students will write a reflection piece, outlining each of the decision-making steps they have used and what decision they have decided upon, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution.

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Lesson Preparation

Essential Questions: How do I make effective decisions?

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

Procedures

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

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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STEPS TO EFFECTIVE PROBLEM SOLVING

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

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STEPS TO EFFECTIVE DECISION-MAKING

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

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Unit 1 Title: Decisions, Decisions, Decisions!

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

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

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

Steps to Effective Problem Solving handout
Steps to Effective Decision-Making handout
Role-Play Situations handout

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

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

Lesson Preparation

Essential Questions: Why is it hard to say no?

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

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor poses the above question which leads to a discussion. If necessary, the instructor can assist by asking, "If I say no to you, will you still like me?" Possible responses include the need to be loved and accepted, or the desire to avoid conflict or rejection.	1. Students respond to the above question.
2. The instructor will then ask students when it might be very important to be able to say no or when one might want to say no, but not feel comfortable saying no. This discussion should lead into a discussion about peer pressure.	2. Students will respond to the question and engage in the discussion.
3. The instructor will advise students that the easiest way to feel comfortable saying no is to practice saying no in a variety of situations. Therefore, students are going to role-play situations in which people typically want to say "No," but may find it hard to because of peer pressure.	3. Students listen intently.
4. Students will be divided into pairs or small groups. Each group will be given the *Role-Play Situation* student handout. Students are also given the opportunity to create their own role-play situation.	4. Students will role-play the situations, either from the *Role-Play Situation* student handout or their own creation. Students will then reverse roles until each student has had the opportunity to practice saying "No."
5. The instructor will lead the discussion by asking students the following questions: a) How does it feel to be told "No?" b) What do you think of the person pressuring you? c) What do you believe he or she thinks about you? d) What do you think of the person who said "No?" Students will be encouraged to practice role-play situations at home with family or friends.	5. Students participate in the discussion and role playing.
6. Students will be asked to write a reflection piece on their experience with the role-play.	6. Students will write a reflection piece on their experience with the role-play.

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Teacher Follow-Up Activities

Students will be asked to share their narratives, if they like. The instructor will make the observation that not all students will have the same solution.

Counselor reflection notes (completed after the lesson)

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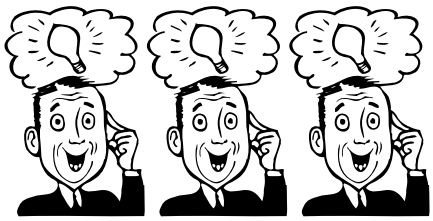

STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.

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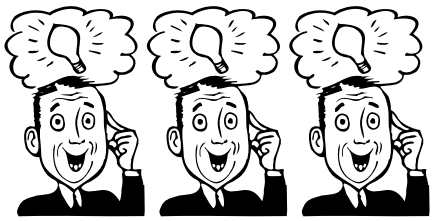

STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.
2. Brainstorm possible choices.
3. List the possible outcomes.
4. Make a decision.
5. Look at the results and make a new decision if possible or necessary.

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ROLE-PLAY SITUATIONS

Roles: Student & Teacher
Situation: The student asks to use the bathroom.

Roles: Student & Teacher
Situation: The student wants to be excused from homework because the family is going on vacation.

Roles: Two Students
Situation: One student wants the other's answers to last night's homework assignment. The students are friends, though, so the refusal must be done so that they can remain friends.

Roles: Two Students
Situation: One student is at his or her best friend's house after school. The parents are still at work. The friend goes to the refrigerator, takes out a beer, and opens it. The friend offers the student some of the beer.

Roles: Parent & Child
Situation: The parent wants the child to go on an errand, but the child doesn't want to. The reason for refusing may be that the child is legitimately busy or simply that he or she doesn't want to go.

Roles: Parent & Child
Situation: Parent & Child
Situation: The child wants to spend the night at a friend's house, but the parent refuses.

Roles: Two Students
Situation: One student is loaded down with work. His or her best friend asks the student to help him or her shop for clothes.

Roles: Parent & Child
Situation: The parent asks the child to help by staying home and babysitting for a younger sibling. The child wants to go out with friends, though, and he doesn't want to babysit.

Roles: Two Students
Situation: Two students are walking home from school when one of the students offers the other a cigarette.

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Unit 1 Title: Decisions, Decisions, Decisions!

Lesson Title: If It's to Be, It's Up to Me! **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.

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)

Steps to Effective Problem Solving handout
Steps to Effective Decision Making handout
Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box"
Blank paper (quartered) to use for students to write problems.
3-ring Binder with display panel
Dry erase board, SMART board, or other visual display
Notebook paper
1 sheet bright paper for binder cover

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or

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	solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will demonstrate the six steps to effective problem solving in response to one problem scenario presented by the counselor.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

The lesson will be assessed by counselor observation of students' oral responses with regard to decision-making, problem solving and refusal skills**.**

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Lesson Preparation

Essential Questions: Why can it be hard to make decisions?

Engagement (Hook): The facilitator poses the following three brief scenarios and after each one asks the group, "What would you do?"

A. Your friend has been drinking at a party. She wants to drive you home. What will you do?
B. You visit one of your friends at her home. She offers you some beer from the refrigerator. You are not sure you want to drink alcohol. What will you do?
C. They are passing a joint around at a party. Everyone has tried it. You are supposed to be the last one to try it. You do not want to smoke marijuana. What will you do?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor poses the above questions and then asks the students to write down a problem that might be encountered by students their age. The instructor will provide students with blank quartered copy paper for this task and a decorated "Pandora's Problem Box".	1. Each student will think of possible problems their peers may encounter in social situations, write the problem down on paper, and place in "Pandora's Problem Box".
2. The instructor reviews problem solving steps and decision-making steps with students (See *Steps to Effective Problem Solving and Steps to Effective Decision-Making* handouts).	2. Students will participate in a review of the problem solving steps and decision-making steps.
3. The instructor passes "Pandora's Problem Box" around the room and asks students to draw a problem out of the box and read the problem aloud to the class. The instructor will write the problem on the SMART board, dry erase board, or other visual.	3. Students draw a problem from the box and share it with the class.
4. Then the instructor will ask students to brainstorm possible solutions to the problem. All solutions will be written on the visual display under the problem. One problem is dealt with at a time.	4. Students brainstorm and engage in problem-solving as they share possible solutions.
5. The instructor asks students, "What would you do? What do you think is the most	5. Students will offer input as to what they believe is the most helpful or effective

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helpful solution?" Students are asked to vote on the best solution. 6. The instructor places an asterisk by the class's choice as the most effective solution. A volunteer is asked to write down the problem along with the class choice of the most effective solution. These are placed in a 3-ring binder. Other volunteers are sought to design the display panel of the 3-ring binder (Solution Book). 7. Repeat steps 3-5 for each problem pulled out of "Pandora's Problem Box" as time allows.	solution by voting on their perceived "best" solution. 6. A student volunteer writes down the problem and the most effective solution for inclusion in the 3-ring binder. Other student volunteers design a display panel for the "Solution Book."

Teacher Follow-Up Activities

As a follow-up, teachers will be provided the following two scenarios that can be used on each of the next two days to encourage continued problem solving, decision-making and refusal skills development:

1. **A popular group of students are harassing a particular student every day after school. You don't think it's fair. What can you do to help?**
2. **Your friend's father is drunk a lot. He usually hits him when he has been drinking. How can you help your friend?**

Once a month, a new problem can be pulled from "Pandora's Problem Box" to review the skills taught in this lesson.

Counselor reflection notes (completed after the lesson)

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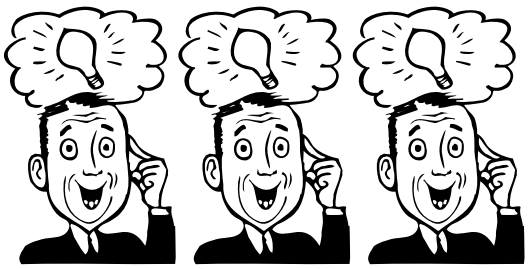

STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
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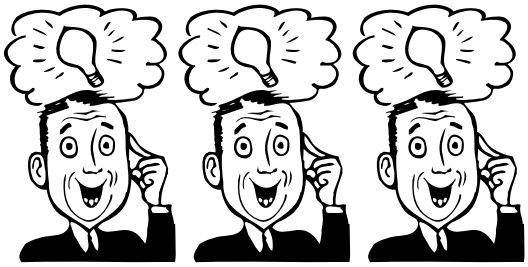

STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.

2. Brainstorm possible choices.

3. List the possible outcomes.

4. Make a decision.

5. Look at the results and make a new decision if possible or necessary.

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Course Description:

Personal/Social Development

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.
Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.
Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.
Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Decisions, Decisions, Decisions! Students will review problem-solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions. This unit contains three lessons and it is intended that one lesson will be presented in each grade level 6, 7, and 8. Please note that the lessons build on each other.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What is the cost of making poor decisions?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection to solve one problem by outlining each of the decision making steps.		PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. PS.3.A.07: Utilize effective problem-solving, decision-making, and			P/S D C: Students will understand safety and survival skills.	Level 2 Level 4

		refusal skills needed to make safe/healthy choices in social situations. PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.				Level 2
2. The student will role play one situation in which he/she will need to say no. She/he will discuss how it felt to say no and write a brief reflection about the experience.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2
3. The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2

ASSESSMENT DESCRIPTIONS:

Students will respond orally to reflection pieces and observations with regard to decision-making, problem-solving and refusal skills**.**

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

2 3	7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
 1 2 3	See Lessons: 6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too! 7th Grade Lesson 2: Give In or Not to Give In 8th Grade Lesson 3: If It's to Be, It's Up to Me

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	__X___ Problem Solving (Ls. 1, 3) _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 1, 2, 3) __X___ Writing to Inform (Ls. 1) __X___ Concept Formation (Ls. 3) _____ Concept Mapping __X__ Concept Attainment (Ls. 3) _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __X___ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __X___ Role Playing (Ls. 2) _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups __X___ Think, Pair, Share (Ls. 2, 3) _____ Cooperative Learning _____ Jigsaw __X__ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 2 Title: Risky Business **Grade Level:** 6, 7 and 8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 min

Best time of year to implement this Unit: Any time.

Lesson Titles:

6th Grade Lesson 1: Caution: Thin Ice!

Materials/Special Preparations Required

Story *Caution: Thin Ice*
List of *Risky behaviors*
RISKO Template
Buttons, M & M's, cereal, or other Bingo markers
SMART board, dry erase board, or other visual display

7th Grade Lesson 2: Putting on Armor

Materials/Special Preparations Required

Stories: *EMS Code Blue!* and *My Friend Shelbi*
Photocopied brick for each student

8th Grade Lesson 3: Ready to Remain Safe

Materials/Special Preparations Required

Personal Safety Plan Template
Story: *Where Are My Friends Now?*
List of *Risky Behaviors*

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):

PS.3.B.06: Identify behaviors that compromise personal safety of self and others. (DOK Level - 2)
PS.3.B.07: Develop strategies to maintain personal safety. (DOK Level - 3)
PS.3.B.08: Apply strategies related to personal safety. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

C: Students will understand safety and survival skills.

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.

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X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the cots, benefits and other consequences of proposed solutions.,
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations .6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Unit Essential Questions:

What does safety mean to me?

Unit Measurable Learning Objectives:

The student will identify ten risky behaviors. The student will determine one skill, tool, or person that will separate him or her from risky

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behaviors.
The student will complete a personal safety plan including at least one stressor and one coping strategy.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Guided and Shared-reading, listening, viewing, thinking)
_X_Indirect (Case Studies, Concept Formation, Concept Mapping)
_X_Experiential (Games, Role-playing)
____Independent Study
_X_Interactive Instruction (Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete a Personal Safety Plan.

Brief Summary of Unit:
Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

1. Steps to Problem Solving
2. Steps to Decision-Making

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Unit 2 Title: Risky Business!

Lesson Title: Caution: Thin ice! **Lesson** 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):
PS.3.B.06.a.i: Identify behaviors that compromise personal safety of self and others.

American School Counselor (ASCA) Association National Standard:
Personal/Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Story: *Caution: Thin Ice!*
Smart board, dry erase board, or other visual display
RISKO Template
List of *Risky Behaviors*
Buttons, M & M's, cereal, or other Bingo markers

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas:

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors

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	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify ten risky behaviors.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will complete the RISKO template, listing 24 risky behaviors.

Lesson Preparation

Essential Questions: What are unsafe behaviors and how can they affect your life?

Engagement (Hook): The facilitator reads the story *Caution: Thin Ice*!

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor reads the story *Caution: Thin Ice* and prompts for student feelings and input about the story and how the main idea of the story might relate to other unsafe practices.	1. Students listen to story and respond with comments or questions.
2. The instructor facilitates brainstorming of a list of unsafe behaviors and adds additional unsafe behaviors from the list of *Risky Behaviors* if necessary. The instructor then lists the behaviors on SMART board, dry erase board, or other-visual display and leads a discussion about why the behaviors are risky.	2. Students brainstorm unsafe behaviors.
3. Instructor gives out RISKO templates and instructs students to randomly fill out templates with different risky behaviors listed on the board.	3. Students fill out RISKO template.
4. Instructor randomly chooses behaviors to “call” as students play the Bingo game.	4. Students play RISKO.

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Teacher Follow-Up Activities

Students will be asked to write a short narrative about what they have learned about risky behaviors.

Counselor reflection notes (completed after the lesson)

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Caution: Thin Ice!

The wind whistled by as he ran down the hill toward the lake. An early morning snowfall meant no school for the day and he was anxious to join his friends for an afternoon of fun. He noticed a small dusting of snow covered the surface of the lake and he quickly read a sign that said "CAUTION: Thin ice!" "Surely that was for spring", he thought, "it's safe now." After all, everyone else was out on the lake on the other side. Everyone else was doing it, so it had to be safe.

Gingerly, he stepped out onto the lake. For a moment he reconsidered. He remembered his father's warnings about the lake's quick thaws, he remembered the sign… "Hey, Jimmy! Hurry up!" he heard from across the lake. He saw his friends motioning him over. To turn back now would mean having to face the taunts of the other guys. No way was he going through that!

A few steps later he knew he was in trouble. Lines of ice severed in all directions. He couldn't go back. He couldn't go forward…..

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RISKY BEHAVIORS

Smoking

Alcohol use/abuse

Drug use

Promiscuity/unprotected sex

Chatting with strangers on the internet

Reckless driving/racing

Drunk driving

Riding with friends who have been drinking

Taking risky dares

Anorexia/Bulimia/Purging

Truancy

Dropping out of school

Missing curfew

Going to isolated places alone

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RISKO TEMPLATE

R	I	S	K	O
		RISK-FREE ZONE		

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Unit 2 Title: Risky Business!

Lesson Title: Putting on Armor **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.B.07: Develop strategies to maintain personal safety.

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)

Story *EMS!*
Story *My Friend Shelbi*
A photocopied *brick* 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 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas:

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	X	Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will determine one skill, tool, or person that will separate him or her from risky behaviors.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.
Students will discuss risky behaviors and skills, tools or people that will separate them from risky behaviors.

Lesson Preparation

Essential Questions: How can we stay safe? Where can I find help to stay safe?

Engagement (Hook): The facilitator reads the story *EMS Code Blue*!

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor reads the story *EMS Code Blue!* and prompts, "What would you do?" Encourage group discussion about what individuals and groups would do in this situation. Instructor then reads *My friend Shelbi* and again asks students, What would you do?	1. Students listen to stories and respond with comments or questions.
2. Instructor leads discussion to facilitate an understanding of the need to get help for mental and social problems and shares how students may access resources.	2. Students discuss seeking physical vs. mental health assistance and why society sometimes views them differently.
3. Instructor will assist the students in reviewing strategies to maintain personal safety by facilitating role playing of the following scenarios: *You are at a party and everyone around you is smoking and drinking. A friend offers you a glass of wine. How do you*	3. Students act out the roles provided by the instructor.

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handle the situation? *You are hanging around outside a liquor store. Your friends dare you to ask someone to buy alcohol for you. What do you do?*	
4. Instructor passes out the "bricks." The bricks are drawn or photocopied onto colored construction paper. Each student uses the knowledge they have gained to determine one skill, tool or person they will use to build a wall separating them from risky behaviors. Examples: "I will use my relationship with my parents as a wall against risky behaviors, or I will use my participation in and dedication to the ethics of sports as a wall against risky behaviors".	4. Students fill out the bricks with the one thing they believe is most likely to stop them from participating in risky behaviors.
5. Instructor asks for volunteers to share why they have chosen the person or thing for their brick.	5. Students defend their choices as protection from risky behaviors.

Teacher Follow-Up Activities

Using the students' bricks, the instructor will construct a bulletin board with the title "Building a Wall Against Risky Behaviors". Using brightly colored paper, various risky behaviors are posted in the center of the wall. Student bricks are used to build a wall starting at the bottom and covering as much of the risky behaviors as possible without losing the content. Wall should be placed in a prominent place in the school to be viewed by parents, staff and students.

Counselor reflection notes (completed after the lesson)

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~

EMS Code Blue

[Counselor dramatizes an event where a student is physically injured] "Oh no! Help, please help! My friend is hurt! Call the paramedics quickly….or a doctor! We must get a medical professional here as soon as possible. She fell in the gym and I think her leg is broken. She also has a contusion on her head and she's not responding. If we don't get help soon, she may die!"

What would YOU do?

~

My Friend Shelbi

[Counselor dramatizes an event where her friend shared that she was having thoughts of suicide.] "I'm really upset! My friend, Shelbi, came to talk to me yesterday. She's been really depressed lately. I don't know why. It seems like she has everything…great looks, a starter on the basketball team, all the kids like her…

Still, she seemed pretty out of it. She said nothing seemed to matter much anymore. She was never really happy…never really sad…everything was sort of nothingness. She said she really didn't see the purpose of it all.

I didn't tell anyone, but a couple of weeks ago I noticed something else. Shelbi has been cutting herself! She has all these little marks on her arms and legs. She said she used a razor blade.

I'm afraid if we don't help her soon, she may commit suicide.

What would YOU do?

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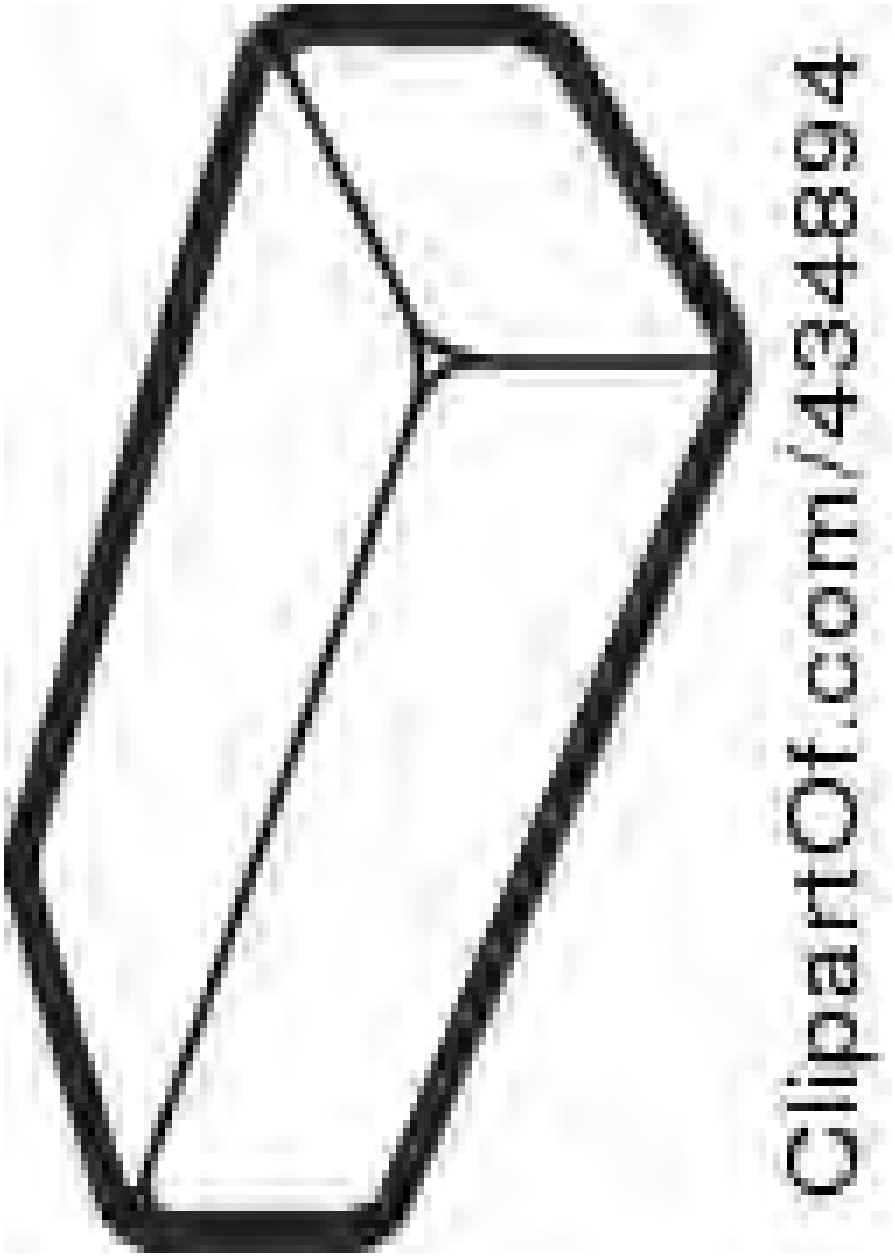
Brick



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Unit 2 Title: Risky Business!

Lesson Title: Ready to Remain Safe **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.B.08: Apply strategies related to personal safety issues.

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)

Story *Where are My Friends Now*?
List of *Risky Behaviors*
Personal Safety Plan Template

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the cots, benefits and other consequences of proposed solutions.

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X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas:

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a personal safety plan including at least one stressor and one coping strategy.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.
Students will review risky behaviors and create a Personal Safety Plan.

Lesson Preparation

Essential Questions: What do you need to know to keep yourself safe?

Engagement (Hook): The facilitator reads the story *Where are my friends now*?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor reads the story *Where are my friends now*? and facilitates a discussion about the consequences of making decisions that are not in your best interest because of peer pressure, the need to remain popular or part of a particular group,	1. Students listen to story and respond with comments or questions.

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etc. Encourage group discussion about what could happen if decisions are made for or because of friends instead of what is best for you?	
2. Counselor reviews the list of risky behaviors and leads a discussion regarding the positive and negative consequences of decisions.	2. Students review risky behaviors and discuss positive and negative consequences.
3. The counselor encourages students to give examples of where they would go for help to resist or overcome risky behaviors. Discuss how students may access resources.	3. Students share examples of where they would go for help with situations regarding risky behaviors. Students take home a copy of the district's referral list.
4. Counselor passes out the *Personal Safety Plan* template and facilitates student discussion and interaction as the students create their plan.	4. Students create a *Personal Safety Plan* to protect them from risky behaviors which may physically or mentally harm them and/or keep them from obtaining life goals.
5. Counselor asks student volunteers to define and defend their plan.	5. Students explain and defend their plans.

Teacher Follow-Up Activities

Individual plans are kept in the students' portfolios and plans are made with the high school counselor(s) to do a follow-up the following year. In addition, counselor will invite guest speakers (law enforcement, health department, etc.) to share information regarding safety issues.

Counselor reflection notes (completed after the lesson)

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Where Are My Friends Now?

Cassie drags herself out of bed and before she even opens her eyes she reaches for the pack of cigarettes on the nightstand. With bloodshot eyes, she fumbles for a lighter and relaxes as she inhales deeply. She hated the habit, one she acquired her junior year of high school when Tiffany had said, "Come on, don't be such a drag, Little Miss Goody Two Shoes." So to nix that awful nickname she had to join in….now she couldn't quit.

Getting up from bed, she looked around the room. It was a far cry from the cool, modern apartment she had envisioned she would have when she went to college, but it was all she could afford. She hadn't been successful in getting any job that paid more than minimum wage. If only she hadn't listened to Kirk! "Come on, sweetie. Quit school and marry me. I'll take care of you."

Well, she had dropped out and even though she and Kirk had stayed together for two years, the marriage never happened and Kirk soon lost interest in her and moved out one day while she was out shopping.

And college? She had always wanted to be a fashion designer, living in a swanky apartment in New York City but when she dropped out, that dream ended. She had considered trying to earn her GED and entering a community college, but with no money that modified dream appeared to be out of her reach too.

It all seemed so depressing. Cassie just wasn't sure she could handle her life anymore. She had made choices to satisfy others that were not good for her, but now there seemed no way to make things better. Stressed, she reached for a beer. Lately, alcohol was all that seemed to make things better… a little trick she had also learned from her friends.

Her friends? Where were they now? Cassie thought of Derek, Tiffany, Kirk and the gang. She never saw them anymore…but her choices because of them had left a lasting mark.

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MY PERSONAL SAFETY PLAN

NAME:_____

I recognize my stressors! Things or situations that stress me include:

_____

_____

Things I have learned help me to alleviate stress are: _____

_____

_____

I will use_____ as my wall against risky behaviors.

My ultimate career goal is to _____

Things that might hinder my ability to reach that goal include: _____

_____

_____

Ways I can remain focused on reaching my goal include: _____

I make a promise to myself to make decisions that are good for me, help develop good character and will enable me to live a healthy, fulfilling life.

Student Signature

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RISKY BEHAVIORS

Smoking

Alcohol use/abuse

Drug use

Promiscuity/unprotected sex

Chatting with strangers on the internet

Reckless driving/racing

Drunk driving

Riding with friends who have been drinking

Taking risky dares

Anorexia/Bulimia/Purging

Truancy

Dropping out of school

Missing curfew

Going to isolated places alone

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Course Description:

Personal/Social Development

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.
Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.
Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.
Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Risky Business Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each
ESSENTIAL QUESTIONS: 1. What does safety mean to me?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten risky behaviors.		PS.3.B.06: Identify behaviors that compromise personal safety of self and others. PS.3.B.07: Develop strategies to maintain personal safety. PS.3.B.08: Apply strategies related to personal safety.			P/S D C: Students will understand safety and survival skills.	Level 2 Level 3 Level 4
2. The student will determine one skill, tool, or person that will separate him or her from risky behaviors.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

3. The student will complete a personal safety plan including at least one stressor and one coping strategy.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Students will complete a Personal Safety Plan.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1 Caution: Thin Ice! 7th Grade Lesson 2 Putting on Armor 8th Grade Lesson 3 Ready to Remain Safe

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __X___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	_____ Problem Solving __X___Case Studies (Ls. 1, 2) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform __X___ Concept Formation (Ls. 2) __X___Concept Mapping (Ls. 3) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations __X___ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations __X__ Role-playing (Ls. 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning __X___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __X___ Problem Solving (Ls. 3) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 3 Title: It's Life… Deal With It! **Grade Levels:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: The Hope to Cope: Coping Skills

Materials/Special Preparations Required:

- Index Cards
- Small file box for each student
- Writing Utensil
- SMART board, dry erase board, or other visual display
- *Steps for Reacting to Stress* Handout

7th Grade Lesson 2: Lean Mean Coping Machine!

Materials/Special Preparations Required:

- *Your Choice* Handout
- SMART board, dry erase board, or other visual display
- Writing Utensil

8th Grade Lesson 3 Life … Bring It On!

Materials/Special Preparations Required:

- Scissors, glue, markers
- Magazines
- Poster board
- Counselor Collage of their Coping Skills

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.C.06: Review and revise strategies to cope with life-changing events. (DOK Level -3)
PS.3.C.07: Apply coping skills to manage life-changing events. (DOK Level - 4)
PS.3.C.08: Evaluate coping skills to manage life-changing events. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works.

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	8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

How does one weigh the value of positive and negative coping skills?

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Unit Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.
The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.
The student will design and present a collage representing personal strengths and coping skills.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Drill & Practice; Compare & Contrast; Didactic Questions; Demonstrations; Guided & Shared- reading, listening, viewing, thinking)
_X__ Indirect (Problem Solving; Reflective Discussion)
_____ Experiential
_X__ Independent Study (Reports; Learning Activity)
_X__ Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Steps in the decision-making process.

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Unit 3 Title: It's Life… Deal With It!

Lesson Title: The Hope to Cope: Coping Skills **Lesson** 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.06: Review and revise strategies to cope with life-changing events.

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)

Index Cards
Small file box for each student
Writing Utensil
SMART board, dry erase board, or other visual display
Steps for Reacting to Stress Handout

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

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	5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas:

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

Students will reflect on the positive and negative coping strategies.

Lesson Preparation

Essential Questions: How does one weigh the value of positive and negative coping skills in life situations?

Engagement (Hook): The facilitator asks students, “How many of you have made a decision today?” Ask students to share some of the decisions they have made today. Acknowledge that

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experiencing stress when making decisions is a part of everyday life. Stress is OK because it can charge you with a sense of responsibility. When one does not know how to monitor stress, this may impact the effectiveness of coping skills. Many decisions are made with very little thought, such as what to eat or what to wear. Other decisions require a well thought out line of reasoning, such as how to choose a college major or how to say "no" when the result will be upsetting a friend. Ask students if the decisions they make ever have a cost to them. Ask students how they coped with the stress caused by the cost.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor presents the idea that when a decision is made in life, we all experience different levels of stress. The instructor states that one should be aware of what causes positive and negative ways of coping with factors that can interfere in decision making.	1. Students respond accordingly with a show of hands if they have made any decisions that day, how much stress they experienced, and what they did to cope with the aftermath of the decision.
2. The instructor indicates that there are many times when we are faced with life situations that require more consideration and more effective decision-making. Sometimes decisions that we make have a cost to them. The instructor states to students that there are positive and negative coping skills that will help one in dealing with these costs.	2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.
3. The instructor explains that the purpose in making decisions is to deal with a problem or an issue. Instructor passes out *Steps for Reacting to Stress* Handout with a list of coping skills related to the stress associated with decision making. As the instructor reads with students a list of ways of coping with stress, students are asked to indicate with a plus (+) sign those that they feel are positive ways to handle stress. The student is also asked to indicate those that they feel are negative ways to handle stress with a - sign.	3. Students will follow the instructor's directions.
4. The instructor processes the responses with the students, writing these questions on the visual display and asking the students: a)	4. Students will listen and engage in discussion.

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How are you doing? b) How many pluses? c) How many minuses? d) What do you need to do to lower the number of minuses as your usual coping skills? e) What kind of help would you look for to assist and support you?	
5. The instructor passes out index cards and asks the students to write skills that have been positive ways of coping with stress for them. The instructor asks the students to write coping skills that they have used that have have been negative ways of coping with stress. The following questions will guide the discussion: a) What does this personal card file of positive and negative coping skills look like now? b) If you were to rearrange any of the cards (positive or negative) in your file, what would you do?	5. Students will participate in class discussion, build their personal file of coping skills and reflect on the number of positive and negative coping skills and what this means in the decision-making process.

Teacher Follow-Up Activities

The instructor will periodically discuss with the class how they have been applying their coping skills in their daily decision-making situations, emphasizing the importance of creating new and positive coping skills while replacing the negative coping skills.

Counselor reflection notes (completed after the lesson)

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STEPS FOR REACTING TO STRESS

You encounter stressful situations on a regular basis. Stress will be a normal part of the decision-making process. As you read this list of ways of coping with stress, choose those that you feel are positive ways to handle stress and put a + (plus) in front of it. Choose those that you feel are negative ways to handle stress and put a – (minus) in front of it.

1. Over-eating and under-eating
2. Discuss the problem and possible solution with a friend
3. Eat well as a part of your daily routine
4. Talk a lot or say very little
5. Take time to relax
6. Ignore the problem and pretend it will go away by itself
7. Act angry and irritable
8. Give up and do nothing to solve the problem
9. Withdraw from people and spend a lot of time alone
10. Try alcohol or drugs to cope with the problem

Go over the list a second time and circle the reactions that best describe your usual way to cope with stress.

Count your pluses. Count your minuses. Answer the following questions:

- How are you doing?
  How many pluses?
  How many minuses?

- What do you need to do to lower the number of minuses as your usual coping skills?

- What kind of help would you look for to assist and support you?

Now let's build a personal card file of positive and negative ways to handle stress. Write on some cards the coping skills that you have used that have been positive ways of coping with stress. Write on other cards the coping skills that have used that have been negative ways of coping skills with stress.

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Unit 3 Title: It's Life… Deal With It!

Lesson Title: Lean Mean Coping Machine! **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.07: Apply coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Your Choice Handout
SMART board, dry erase board, or other visual media
Writing Utensil

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine and oral research. 5. Comprehend and evaluate written, visual presentations and works. 8. Organize data, information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives

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	7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.

Student comprehension will be assessed by observation of oral and written responses given during discussion and through the write up of coping skills and decision-making situations.

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Lesson Preparation

Essential Questions: "How do you go about making important decisions?"

Engagement (Hook): The instructor will engage students in discussion of the following questions:

"What determines how important a decision is?"

"How would you rely on your coping skills to help you deal with the pressure of making important decisions?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor will give the students a copy of the *Your Choice* Handout and ask them to choose five of the ten that they consider to be the most important.	1. Students choose the five decisions they consider to be the most important.
2. Students rank the five most important decisions, in the order of priority, with number 1 being the most important.	2. Students rank decisions in order of priority.
3. Instructor invites volunteers to share their ideas and justify their reasoning.	3. Students volunteer to share their ideas and defend their choices.
4. The instructor then asks students to consult their personal card file of coping skills (from 6th grade) to find which skills they applied during this activity.	4. Students decide which skills they used in the activity and match with the decisions they chose.

Teacher Follow-Up Activities

The instructor will invite students to practice the skills they learned with the following scenario:

Your group of friends has all decided to skip school on a certain day. You want to belong to this group and are afraid of group retaliation if you don't participate. However, you really don't want to do this and know your parents will be very upset if you get caught. What would you do? How would you cope?

Counselor reflection notes (completed after the lesson)

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Your Choice

Choose the five most important decisions you make and explain the reasons they are important for you.

1. To talk with your friends in front of school or look over your notes for math test first hour
2. To brush your teeth and wash your face or skip it and sleep longer
3. To cheat on your math test or do it on your own
4. To ride the bus home or walk with friends
5. To give your book report today or try to get out of it until tomorrow
6. To go to a party Saturday night with friends or to the baseball game with Dad
7. To watch a special on TV or study for your science test tomorrow
8. To rise early for a family gathering or sleep late
9. To bring lunch to school and save money or buy lunch at the school cafeteria
10. To wear something that looks cool (even if it is not appropriate for school) or to wear something comfortable

Rank the 5 most important decisions in order of 1 to 5, with 1 being the most important.

Decision # Reasons that the decision is important for you:

____ _____

____ _____

____ _____

____ _____

____ _____

Now that you have made these decisions, consult your personal card file of coping skills from 6th grade. Find in your file which coping skills you applied during your decision making process. Write them down, matching the coping skills with the decision you made.

Decision Coping skills from file

1 _____
_____

2 _____
_____

3 _____
_____

4 _____
_____

5 _____
_____

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Unit 3 Title: It's Life...Deal With It!

Lesson Title: Life … Bring It On! **Lesson** 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Standard (GLS):
PS.3.C.08.a: Evaluate coping skills to manage life-changing events.

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)

Scissors, glue, markers
Magazines
Poster board
Counselor Collage of their Coping Skills

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

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	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will design and present a collage representing personal strengths and coping skills.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will complete a collage and participate in classroom discussion.

Lesson Preparation

Essential Questions: What life events affect our lives? What skills does a person need to help manage life events?

Engagement (Hook): The instructor will disclose their personal coping strategies by sharing his/her own coping collage.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor will give each student a poster board and ask the student to artistically sign/write his/her name in the center.	1. Student will follow instructions.
2. The student will brainstorm personal strengths that he/she believes he/she has to support the ability to make effective decisions.	2. Student will think of his/her personal strengths as elements that support his/her ability to make effective decisions.
3. The instructor will ask the students to write their personal strengths on the poster board around their names	3. Student will follow instructions.
4. The instructor guides the students to look in magazines to find photos, words, or visual art that expresses their traits.	4. Students will find visual representations of those traits and cut them out with scissors.
5. Students are asked to attach the clippings around their name as a visual presentation of the personal coping skills that they have listed.	5. Students will build a collage of clippings around his/her name.
6. Students will share their art work in small groups (2-3), highlighting how they connected their self-perceptions with the clippings of their choice.	6. Students will discuss among themselves how they perceive themselves as decision-makers through a creative/artistic way.

Teacher Follow-Up Activities

Students will display their work on the wall. The students will take photos of their art work and print them to include in their card file.

Counselor reflection notes (completed after the lesson)

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Course Description:

Personal/Social Development

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: It's Life… Deal With It! In this unit, students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 50 minutes each

ESSENTIAL QUESTIONS:
1. How do I cope?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify ten positive and negative coping skills.		PS.3.C.06: Review and revise strategies to cope with life-changing events. PS.3.C.07: Apply coping skills to manage life-changing events. PS.3.C.08: Evaluate coping skills to manage life-changing events.			P/S D C: Students will understand safety and survival skills.	Level 3 Level 4 Level 4

2. The student will identify five coping skills used to make decisions presented in *Your Choice* worksheet.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4
3. The student will design and present a collage representing personal strengths and coping skills.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4

ASSESSMENT DESCRIPTIONS:
Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: 6th Grade Lesson 1: The Hope to Cope: Coping Skills 7th Grade Lesson 2: Lean Mean Coping Machine! 8th Grade Lesson 3: Life…Bring It On!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching __X___ Drill & Practice (Ls. 1) __X___ Compare & Contrast (Ls. 1) _____ Didactic Questions __X___ Demonstrations (Ls. 3) __X___Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	__X___ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning _____ Inquiry __X___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs __X___ Reports (Ls. 3) __X___ Learning Activity Packages (Ls. 3) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels __X___ Brainstorming (Ls. 3) _____ Peer Partner Learning __X___ Discussion (Ls. 2, 3) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing

					_____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Personal Safety Skills and Coping Strategies **Grade Level:** 9-12

Number of Lessons in Unit: 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

Time Required for each lesson: 45-50 minutes

Best time of year to implement this Unit: Fall and/or Spring Semester

Lesson Titles:

9th Grade Lesson # 1: Safe and Healthy Life Choices (Part I)
Materials/Special Preparations Required:
Safe & Healthy Choices worksheet
List of local resources (e.g. Rape and Abuse Crisis Center, Alateen, etc.)

9th Grade Lesson # 2:Safe and Healthy Choices (Part II)
Materials/Special Preparation Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

10th Grade Lesson 3: Risk Taking Behaviors
Materials/Special Preparations Required
Video Presentation or Presenter about making healthy choices
Presentation Review Assessment worksheet

11th Grade Lesson # 4: Fatal Accident
Materials/Special Preparations Required
Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)
Presentation Review Assessment worksheet
Presenters (e.g. highway patrolman, fireman, policeman, ambulance attendant, etc.)

12th Grade Lesson # 5: Community Wellness Fair
Materials/Special Preparations Required
List of community health and safety agencies
Envelopes and school letterhead
Thank-you notes
Tables
Chairs
Sign for each table to represent agency in attendance
Audio-visual equipment, as needed
Flyers announcing Wellness Fair
Hospitality Room with snacks for exhibitors
Newspaper article to promote community involvement
Wellness Fair Assessment worksheet

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Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (DOK Level - 2)
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. (DOK Level - 3)
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others. (DOK Level - 4)
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. (DOK Level - 4)
PS.3.B.09: Identify and utilize resources available to address personal safety issues. (DOK Level - 2)
PS.3.B.10: Evaluate and review resources that address personal safety issues. (DOK Level - 3)
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. (DOK Level - 4)
PS.3.B.12: Advocate for the personal safety of self and others. (DOK Level - 4)
PS.3.C.09: Identify resources to help individuals cope with life changes or events. (DOK Level - 2)
PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.11: Apply individual coping skills to manage life-changing events. (DOK Level - 3)
PS.3.C.12: Exhibit coping skills to manage life-changing events. (DOK Level - 4)

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistic
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on

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		resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Unit Essential Questions:

How do safe and healthy choices affect our lives?

Unit Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.
The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to explore further.
The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.
The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.
The student will participate in the planning of – and/or involvement in – a wellness fair.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Lecture; Explicit Teaching; Demonstrations)
____ Indirect
__X_ Experiential (Simulations)
__X Independent Study (Learning Centers)
__X Interactive Instruction (Discussion; Interviewing; Conferencing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Through simulation, students will demonstrate problem-solving and decision-making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Brief Summary of Unit:
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 wellbeing, or when a life situation requires a new way of coping.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

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Problem solving steps, and decision-making and refusal skills.

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Unit #1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Safe and Healthy Life Choices (Part I) **Lesson #** 1 of 5

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.
PS.3.B.09: Identify and utilize resources available to address personal safety issues.
PS.3.C.09: Identify resources to help individuals cope with life changes or events.

American School Counselor Association National Standards (ASCA):
Personal Social Development
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

List of local resources (e.g. Rape and Abuse Crisis Center), Alateen, etc.
Safe & Healthy Choices worksheet

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
X	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	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	7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

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Lesson Measurable Learning Objectives:

The student will identify 5 safe and healthy (or unsafe/unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will analyze and assess life-changing events through a series of written questions.

Lesson Preparation

Essential Questions:

How do safe and healthy choices affect our lives?
Why is it hard to say no?

Engagement (Hook):

Your best friend just told you he/she is thinking about suicide. What do you do?
Where do you get help?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Hand out *Safe and Healthy Life Choices* worksheet.	1. Students will complete the worksheet individually.
2. Upon completion, counselor will facilitate discussion of responses.	2. Students will discuss responses in small groups and with the whole class.
3. Review and provide resource materials from local agencies.	3. Students will receive information on local resources. In groups of 5-6, students will identify contact persons for the resources, which are available in the community.

Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

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Counselor reflection notes (completed after the lesson)

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Safe & Healthy Choices

1. Five choices that can lead to safe and healthy – or to unsafe and unhealthy – decisions my peers and I will face in high school are:

2. Factors, which influence my decision to make healthy or unhealthy life choices, include the following:

3. What life changing events may occur in my life or in the lives of my peers?

4. Where can I receive assistance to help with specific life changing events?

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Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Safe and Healthy Life Choices (Part II)

Lesson # 2 of 5 (This lesson is a continuation of 9th Grade Lesson 1)

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.
PS.3.B.09: Identify and utilize resources available to address personal safety issues.
PS.3.C.09: Identify resources that can help manage life changes or events.

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

Video or Speaker about healthy choices
Presentation Review Assessment worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills regarding dangerous risk-taking behaviors; address personal/safety issues; and address management of life-changing events through viewing presentations, discussions, and written assessment.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook):

You have just taken a sip of your father's cocktail. Are you at risk?

A friend wants you to "try" marijuana with him. Are you at risk?

Procedures

Instructor Procedures/Instructional Strategies:	**Instructor Procedures/Instructional Strategies:**
1. The counselor introduces presenter or video.	1. Students listen to introduction of presenter or video and write questions they have or hope to answer through the presentation.
2. Presenter informs students about the topic, or video is shown.	2. Students will listen to presentation – or watch video – and and take notes.
3. Counselor will facilitate follow-up discussion.	3. Students will participate in discussion in small groups.
4. Counselor will distribute worksheets.	4. Students will complete worksheet.

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Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life-changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life-changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Unit 1 **Title:** Personal Safety Skills and Coping Strategies

Lesson Title: Risk Taking Behaviors **Lesson** 3 of 5

Grade Level: 10

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior.
PS.3.B.10: Evaluate and review resources that address personal safety issues.
PS.3.C.10: Analyze and refine coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

Video or Presenter about healthy choices
Presentation Review Assessment worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving

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X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors; address personal/safety issues; and address management of life-changing events through discussion and written assessment.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook):

Are you at risk?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will introduce presenter or video.	1. Students will listen to introduction of presenter or video and write questions they have or hope to answer through the presentation.
2. Presenter will present or video will be shown.	2. Students will listen to presentation or watch video and take notes.
3. Counselor will facilitate follow-up discussion.	3. Students will participate in discussion in small groups.
4. Counselor will distribute *Presentation Review Assessment* worksheets.	4. Students will complete *Presentation Review Assessment* worksheet.

Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

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Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Unit 1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Fatal Accident **Lesson:** 4 of 5

Grade Level: 11

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others.
PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students.
PS.3.C.11: Apply individual coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Presenters (e.g. highway patrol, police, fireman, or ambulance attendant).
Audio of automobile crash
Presentation Review Assessment Worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
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	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills referencing risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life-changing events?

Engagement (Hook): Docudrama or play audio of sounds of an automobile crash, including silence that follows the crash. After students hear audio of crash, ask: "What was that!?" Students share their thoughts and feelings about what they heard.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will introduce the presenter, e.g. highway patrolman, policeman, fireman, or ambulance attendant.	1. Students will listen to the introduction of the presenter. Each student will formulate (in writing) at least one personally relevant question he or she wants to have answered.
2. The presenter from an emergency personnel agency will present information.	2. Students will listen to the presentation and formulate additional questions.
3. Presenter and/or counselor will lead follow-up discussion.	3. In small groups students will participate in discussion of the meaning/application of concepts presented.
4. Presenter will provide	4. Students receive information provided,

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handouts/resources from their area of specialty.	review and ask questions..

Teacher Follow-Up Activities

Teacher will inform counselor if student appears to be in need of assistance through appropriate resources.

Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Presentation Review Assessment

(Circle yes or no)

Yes No 1. I can identify risk-taking behaviors.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. Today's program was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Unit 1 **Title:** Personal Safety Skills and Coping Strategies

Lesson Title: Community Wellness Fair **Lesson:** 5 of 5

Grade Level: 12

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):
PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices.
PS.3.B.12: Advocate for the personal safety of self and others.
PS.3.C.12: Exhibit coping skills to manage life-changing events.

American School Counselor Association (ASCA) National Standards:
Personal Social Development
C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

List of community health and safety agencies
Envelopes and school letterhead
Thank-you notes
Tables
Chairs
Sign for each table to represent agency in attendance
Audio-visual equipment, as needed
Flyers announcing Wellness Fair
Hospitality Room with snacks for exhibitors
Newspaper article to promote community involvement
Presentation Review Assessment worksheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
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	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistics
X	Social Studies	6. Relationships of the individual and groups to

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		institutions and cultural traditions
X	Science	3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will participate in the planning of – or involvement in – a wellness fair.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will help plan and/or attend a wellness fair.

Lesson Preparation

Essential Questions:

How do safe and healthy life choices affect our lives?

How is the knowledge of available resources used to manage life changing events?

Engagement (Hook):

What is a Wellness Fair?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Preparation for Wellness Fair: Committees of 12th grade students and staff will plan a Wellness Fair, including the "why, who, what, where, when" of event.	1. Senior students will work with the counselor(s) to plan a Wellness Fair.

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2. Counselor, nurse, and student committees will organize times for classes to participate in Wellness Fair.	2. Students will work with the counselor to organize times.
3. Counselor, nurse, and student publicity committee will write newspaper article, print and distribute flyers announcing Wellness Fair.	3. Students will work with the counselor to publicize the Wellness Fair.
4. Day of Wellness Fair:	4. Day of Wellness Fair:
a. Counselor and student committee will set up tables, chairs, and arrange for parking.	a. Student committee will set up tables, chairs, and arrange for parking.
b. Counselor will provide student escorts for exhibitors.	b. Students escort exhibitors to proper stations.
c. Ensure that presenters are in place and have necessary materials.	c. All students will attend Wellness Fair and complete *Wellness Fair Review Assessment* forms.
6. After Wellness Fair:	6. After Wellness Fair:
1. Committee cleans up.	1. Students will serve on clean up committee.
2. Committee will write thank-you notes to exhibitors.	2. Students will help write thank-you notes to exhibitors.

Teacher Follow-Up Activities

Teacher will inform counselor if a student appears to be in need of appropriate resources.
Discuss Wellness Fair activities

Counselor reflection notes (completed after the lesson)

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Health Fair Review Assessment

Exhibits or Speakers that I visited:

_____
_____
_____
_____
_____

Yes No 1. I can identify risk-taking behavior.

Yes No 2. I have been involved in a risk-taking behavior.

Yes No 3. I know where to find resources to assist with personal safety issues.

Yes No 4. I know how to assist others in finding resources for life changing events.

Yes No 5. The Wellness Fair was helpful in addressing personal safety.

Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about …

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Course Description:

Personal/Social Development

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.
Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.
Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.
Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Personal Safety Skills and Coping Strategies 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, or when a life situation requires a new way of coping.	**SUGGESTED UNIT TIMELINE:** 5 Lessons **CLASS PERIOD (min.):** 45 - 50 minutes each

ESSENTIAL QUESTIONS:
1. How do safe and healthy choices affect our lives?

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 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.		PS.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. PS.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior. PS.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others PS.3.A.12: Utilize decision-making skills to make safe and healthy life choices. PS.3.B.09: Identify and utilize resources			P/S D C: Students will understand safety and survival skills	Level 2 Level 3 Level 4 Level 4 Level 2

		available to address personal safety issues. PS.3.B.10: Evaluate and review resources that address personal safety issues. PS.3.B.11: Demonstrate skills that reinforce a safe environment for all students. PS.3.B.12: Advocate for the personal safety of self and others. PS.3.C.09: Identify resources to help individuals cope with life changes or events. PS.3.C.10: Analyze and refine individual coping skills to manage life-changing events. PS.3.C.11: Apply individual coping skills to manage life-changing events. PS.3.C.12: Exhibit coping skills to manage life-changing events.				Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

2. The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 Ps .3.B.12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4
5. The student will participate in the planning of – and/or involvement in – a wellness fair.		PS.3.A.09 PS.3.A.10 PS.3.A.11 PS.3.A.12 PS.3.B.09 PS.3.B.10 PS.3.B.11 PS.3.B 12 PS.3.C.09 PS.3.C.10 PS.3.C.11 PS.3.C.12			P/S D C	Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 4 Level 4 Level 2 Level 3 Level 3 Level 4

ASSESSMENT DESCRIPTIONS:

Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices.
Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X_ Direct _____ Indirect

	__X__Experiential __X__Independent study __X__Interactive Instruction
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See Lessons: Lesson #1: Safe and Healthy Life Choices (Part 1) Lesson #2: Safe and Healthy Life Choices (Part 2) Lesson #3: Risk Taking Behaviors Lesson #4: Fatal Accident Lesson #5: Community Wellness Fair

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview __X___ Lecture (Ls. 1, 2, 3) __X___ Explicit Teaching (Ls. 1, 2, 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions __X___Demonstrations (Ls. 4) _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments ___X__ Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions ___5___Learning Centers (Ls. 5)	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___X__Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___X__ Interviewing (Ls. 5) ___X__ Conferencing (Ls. 5)

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