**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)**

<table>
<thead>
<tr>
<th>Goal 1:</th>
<th>Gather, analyze and apply information and ideas</th>
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<tbody>
<tr>
<td>X Goal 2:</td>
<td>Communicate effectively within and beyond the classroom</td>
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<tr>
<td>1.</td>
<td>Plan and make written, oral, and visual presentations for a variety of purposes and audiences</td>
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<td>3.</td>
<td>Exchange information, questions, and ideas while recognizing the perspectives of others</td>
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<td>Goal 3:</td>
<td>Recognize and solve problems</td>
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Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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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.

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