

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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	<ul style="list-style-type: none"> 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	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 6. Examine problems and proposed solutions from multiple perspectives
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 3. Data analysis, probability, and statistics
X Social Studies	<ul style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
X Fine Arts	<ul style="list-style-type: none"> 1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

<p>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?</p>
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Unit Measurable Learning Objectives:

<p>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.</p>
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Unit Instructional Strategies/Instructional Activities:

- Direct (Structured Overview)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation)
- Experiential
- Independent Study (Learning Activity Packages)
- 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.