

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

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

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

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

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

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

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

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

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

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

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

X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	4. Writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes). 6. Participating in informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

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

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

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

Interactive Instruction (Brainstorming; Discussion; Think, Pair, Share; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will demonstrate understanding of the skills needed to participate as a member of a team, family, school and community through group discussion and reflection activities.

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

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

Brief Summary of Unit:

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

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

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