

Unit 1 Title: Color Your World	Grade Level: 8
Number of Lessons in Unit: 2	Time required for each lesson: Varies
Best time of year to implement this unit: Depends on particular lesson	
Lesson Titles:	
Lesson # 1: Color Your Destiny	
Materials/Special Preparations Required:	
Children’s book about feelings and self-concept (lesson provides some examples)	
Poster board or butcher paper	
Markers or crayons	
Quote by Frank Outlaw (can be given to students or displayed as a poster)	
SMART Board or other visual display	
Toothpaste	
Lesson # 2: Color Your Community	
Materials/Special Preparations Required:	
Person who has participated in a community service project or video of community service project	
Research prospective community service projects	
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.08:	Identify thoughts and feelings and how they relate to self-concept. (DOK Level - 2)
PS.1.B.08:	Recognize the different roles and responsibilities people play in the family, school, or community, and how those roles and responsibilities are interrelated. (DOK Level - 4)
PS.1.C.08:	Recognize personal ways for the individual to contribute as a member of the school community. (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.	
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
	2. Conduct research to answer questions and evaluate information and ideas.
	8. Organize data, information and ideas into useful forms (including charts, graphs,

	<p>outlines) for analysis.</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</p> <p>3. Exchange information, questions and ideas while recognizing the perspective of others.</p>
X	<p>Goal 3: recognize and solve problems</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems.</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States.</p> <p>3. Analyze the duties and responsibilities of individuals in societies.</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks.</p>

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	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

Unit Essential Questions:

What is a positive self-concept?

Unit Measurable Learning Objectives:

The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.

The student will participate in a service learning project and discuss the process, including successes and challenges.

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Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Guided & Shared-Reading, Listening, Viewing, Thinking) <input checked="" type="checkbox"/> Indirect (Writing to Inform) <input checked="" type="checkbox"/> Experiential (Field Observations) <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Interactive Instruction (Brainstorming; Laboratory Groups; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.</p> <p>The student will contribute to a service learning project.</p>
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Brief Summary of Unit:

<p>The old adage “sticks and stones may break my bones, but words will never hurt me” can be so untrue. Many students are wounded daily by words and eventually those words can become part of their self-concept. This lesson explores the way in which words can shape self-perception.</p> <p>A group of students and the counselor will research a community project to which the students can contribute. Following the lesson, the students will process how the various groups contributed to the success of the project.</p> <p>Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?</p> <p>The counselor may need to review group discussion skills, such as respecting the rights of individuals to express ideas, disagreeing in an agreeable manner, etc. Students will have had some experience with cooperative group activities.</p>
