

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 <i>Goldilocks and the Three Bears</i> . 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	

	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 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

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> After the introduction, counselor reads the story of Goldilocks or briefly summarizes the story. 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?” Instruct each group to identify the actions that Goldilocks took in the Bear Family’s home and the possible feelings that were 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students listen. Students move into cooperative groups. Students listen to directions and work in small groups to formulate responses.
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<p>exhibited by both Goldilocks and the Bear Family.</p> <p>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.</p> <p>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”.</p> <p>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?”</p> <p>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?</p>	<p>4. Students offer responses.</p> <p>5. Students offer responses.</p> <p>6. Students listen to directions, and then work in small groups to formulate responses.</p> <p>7. Students deliberate and report their decisions.</p>
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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.

Counselor reflection notes (completed after the lesson)