

Unit #1 Title: I Understand Me	
Lesson Title: Finding the Positive	Lesson 1 of 3
Grade Level: 5	
Length of Lesson: 30 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.05: Demonstrate the personal characteristics to maintain a positive self-concept.	
PS.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.	
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)

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.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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	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
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least three aspects of a positive self concept.

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.
 Students’ choose positive self-concept visuals for their collage project.

Lesson Preparation

Essential Questions:
 How does positive self-concept help students contribute to the school community?

Engagement (Hook):
 Art project: Counselor dresses up as an artist (for example wear beret, smock, etc)...say:
 “Today I am (art teacher/famous artist) and we are going to create works of art for the hallways in our school.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Organize art materials. Introduce yourself as the “Famous Artist”	1. Students meet the “famous artist”.
2. Briefly introduce the topic of self-concept.	2. Students share initial understandings of self-concept.
3. Explain to students that they will work in cooperative groups and use magazine cutouts to create a collage that represents at least 3 characteristics of positive self-	3. Students move to small groups and get organized to create collages. Students listen and ask questions for clarification. Each group records their examples of how the

<p>concept.</p> <p>4. Direct each group to assign a member to write down examples of how the pictures on the collage demonstrate positive self-concept.</p> <p>5. Monitor cooperative groups and encourage discussion among group members.</p> <p>6. Give 5-minute time warning and help the group transition to clean up and storage of group collages.</p> <p>7. Collect collages and store them for use in the follow-up lesson when the collages will be discussed.</p>	<p>pictures on the collage demonstrate positive self-concept.</p> <p>4. Students discuss elements of their collage within their small group.</p> <p>5. Students work cooperatively.</p> <p>6. Students complete their group collage and assist with clean up.</p> <p>7. Students assist with storing supplies.</p>
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Teacher Follow-Up Activities

Display the completed collages until the next class period and ask the students to journal:

1. What do they see in the collages that represent characteristics of a positive self-concept?
2. What characteristics do they have that demonstrate a positive self-concept?

Counselor reflection notes (completed after the lesson)