

<b>Unit 1 Title: TEAMS: Together Everyone Assures My Success</b>	
<b>Lesson Title:</b> Getting Caught in the Web	<b>Lesson 1 of 3</b>
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Standards (GLEs):</b>	
PS.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.	
PS.1.C.06: Demonstrate skills needed to participate in team building.	
<b>American School Counselor Association (ASCA) National Standard:</b>	
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 large ball of yarn, a pair of scissors, soccer or similar-sized ball, *Web Activity Reflection* worksheet

**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.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will draw conclusions from the “Web Activity” to complete the activity reflection worksheet.

**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 will participate in a group activity. Students will respond to counselor questions while participating in the activity. Once the activity is completed, students will complete a writing assignment reflecting on their thoughts, feelings, and impressions during the exercise.

**Lesson Preparation**

**Essential Questions:** How can a person’s actions effectively contribute to their community?

**Engagement (Hook):** Participation in the web (see directions in the Procedures/Instructional Strategies Section)

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<p>1. The counselor relates the following instructions: “We are going to start with (<u>student name</u>). This person will hold the loose end of the ball of yarn, and then toss the ball to someone else in the group. This person in turn will hold on to the string and throw the ball to someone else. You can throw the ball to anyone in the group, except the person to your immediate right</p>	<p>1. All students are to gather in a circle for this activity. Beginning with the first student, the ball of yarn is tossed around the group to form a giant web.</p>

<p>or left.”</p> <ol style="list-style-type: none"> <li>2. Once the web is formed, the counselor clips the ball of yarn away from the web. The counselor asks the students to hold the web tightly enough that it can support a soccer ball, which is placed in the middle of the web. The group’s job is to keep the ball from falling through the web.</li> <li>3. The counselor then asks one student to drop his/her hold on the web.</li> <li>4. The counselor then asks two more students to drop their hold on the yarn.</li> <li>5. The counselor should consider the names of the students who make up the group. Choose an initial that will constitute a greater portion of the students. For example, “If your name begins with the letter <u>J</u>, drop your hold on the yarn.”</li> <li>6. Finally, ask all the students to drop the yarn, leaving the collapsed web in the middle of the group. Have the students sit around the web in a circle on the floor to begin discussion. Possible questions for the students in the group:             <ul style="list-style-type: none"> <li>• To the group: When the first student dropped the yarn, how hard was it to take up the slack?</li> <li>• To the first student to drop the yarn: How did you feel when you first dropped the yarn? How did you feel as everyone else was still participating, and you weren’t part of the group?</li> <li>• To the group: How did those of you who had to take up the slack feel as the others dropped out? How many of you wanted the chance to drop out as the job got harder?</li> <li>• To the group: This yarn web is an analogy for what we have to do in life</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>2. Students work together to keep the ball balanced in the web.</li> <li>3. One student drops his/her part of the yarn, and other students have to take up the slack and keep the ball from falling.</li> <li>4. The two students in question loosen their hold on the yarn. The other students will continue to take up the resulting slack.</li> <li>5. Once the other students drop the yarn, the remaining students will have difficulty maintaining control of the web and the soccer ball.</li> <li>6. Students will participate in the group discussion.</li> </ol>
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<p>to be part of a team. Can you explain how this web activity relates to being part of a team?</p> <ul style="list-style-type: none"> <li>• To the group: Other than a sports team, where else are you part of a group in which you expected hold up your ‘end of the yarn? (Examples might include family, friendships, classroom, and school.) As the students offer their suggestions, discuss how they are expected to hold their end of the yarn. What are their responsibilities to themselves and to those within each of those groups?</li> <li>• To the group: Now that everyone has dropped the web, what has happened to the shape? Can we get the shape and strength of the web back? What does that say about our relationships within the groups we find ourselves? If we try to pick up the web from the floor and use it again, what will happen? How does this relate to restoring damaged or broken relationships? When is it easiest to fix the web? How does this apply to our relationships?</li> </ul> <p>7. Have students complete the <i>Activity Reflection Sheet</i>.</p>	<p>7. Students complete the <i>Web Activity Reflection</i>.</p>
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**Teacher Follow-Up Activities**

When working in groups, the teacher can use the web analogy to encourage students to work cooperatively and to put their best effort into the process.

**Counselor reflection notes (completed after the lesson)**

## Web Activity Reflection

NAME: \_\_\_\_\_

Take a moment to think back on the activity we just completed. Mention feelings, thoughts and concerns you may have had while doing the activity.

1. How did you feel when either you or someone else had to let go of their string?

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2. If you were one who was asked to let go of the string, how did it feel to be removed from the “community” of students who were still participating?

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3. What did you learn about yourself by doing the activity? What did you learn about other students? Did the group work well together? Did members respect each other’s ideas and allow everyone to suggest ideas? Were there members who dominated the group?

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