

<b>Unit #1 Title:</b> A Newer, BETTER, Older Me	
<b>Lesson Title:</b> Character Clovers	<b>Lesson 2 of 2</b>
<b>Grade Level:</b> 1	
<b>Length of Lesson:</b> 20-30 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 Expectations (GLEs):</b>	
PS.1.B.01 Identify personal roles in the school.	
PS.1.C.01 Recognizing personal character traits.	
<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)**

Clover Pattern—copies cut from green construction paper for each student. Crayons and/or markers Chart paper, whiteboard, SMART Board, etc.
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**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.**

	<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	
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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 four roles they have at school and a corresponding character trait for each role.

**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 create character clovers.

**Lesson Preparation**

**Essential Questions:**

- What roles do people have at school?
- How do people know how to act in different roles?

**Engagement (Hook):**

Counselor tells the student that today students will be creating character clovers. In order to help the students create character clovers, counselor will begin with a brainstorming session.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Counselor tells the students that today they will be talking about the roles that students have in school and the traits that accompany those roles.</li> <li>2. Counselor asks the students, “What roles do you have here at school?” As the student respond, counselor records the answers.</li> <li>3. Counselor says, “With each role that we have, we also have certain traits that we exhibit in those roles. For instance, as a counselor, I am caring, I am a good listener, I am friendly, I am responsible, etc. What traits do you exhibit in your school roles?” Counselor records answers as done earlier.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students listen.</li> <li>2. Students respond (learner, friend, classmate, helper, line leader, etc.)</li> <li>3. Students respond</li> </ol>
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<p>4. Counselor explains that each student will be creating a character clover. On one side of the clover, students will list their school roles (one role on each of the leaves). On the back, the students will identify the trait that they use the most in that role and write it on the corresponding leaf.</p> <p>5. Have students share their favorite leaf of the clover and tell how they feel about having that personal characteristic.</p>	<p>4. Students create character clovers.</p> <p>5. Students share character clovers.</p>
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**Teacher Follow-Up Activities**

Teacher may display the character clovers by punching a hole in the top and stringing them in the classroom. Teacher may refer to the clovers to reinforce positive behaviors.

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

## Clover Pattern

