

**Unit #1 Title:** Who Am I and How Do I Fit Into the World?

**Lesson Title:** Positive Self Talk

**Lesson** 2 of 4

**Grade Level:** 10

**Length of Lesson:** 50 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.10: Implement skills necessary to exhibit and maintain a positive self-concept.

PS.1.B.10: Prioritize roles and responsibilities and implement strategies in order to balance family, school, work and local communities.

PS.1.C.10: Identify and participate in activities that help the individual student become a contributing member of a global community.

**American School Counselor Association (ASCA) National Standard:**

Personal and 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.

**Materials (include activity sheets and/ or supporting resources)**

Mirror

*Looking at Me in My Family, School and Community* 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 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 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	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will identify at least three roles he/she has at home, school, and in the community and one responsibility 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.**  
 The student will complete the “Looking At My Roles in My Family, School, and Community” worksheet.

**Lesson Preparation**

**Essential Questions:**

What are some ways a positive self-concept would benefit you?  
 How do people manage all the responsibilities and demands on their time?  
 How do people make the world a better place?

**Engagement (Hook):**

Presenter enters the room with a mirror and begins a self-dialogue with self in the mirror about how worthy one is. Presenter will accentuate the idea of how good he/she is by listing positive personal characteristics.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Lead a discussion on self-talk. Ask for examples.</li> <li>2. Talk about the messages that families communicate to each other.</li> <li>3. Distribute “Looking At Me In My Family, School, and Community” worksheet.</li> <li>4. Ask for volunteers to talk about their roles in their family, school, and community.</li> <li>5. Lead discussion on characteristics that best fit into students’ roles in the family, school, and community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students give examples of things they say to themselves.</li> <li>2. Have students give examples.</li> <li>3. Students write about their roles in their family, school and community.</li> <li>4. Students volunteer answers.</li> <li>5. Students will give their opinions about characteristics that will help them fit into their different roles.</li> </ol>

**Teacher Follow-Up Activities**

Teacher could observe the roles that students play in the classroom and point out responsibilities of those roles.

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Looking at My Roles in My Family, School, and Community**

1. What roles do you play in your family? (Name at least 3) What responsibilities go along with those roles?

2. What roles do you play in your school? (Name at least 3) What responsibilities go along with those roles?

3. What roles do you play in your community? (Name at least 3) What responsibilities go along with those roles?