

<b>Unit #1 Title:</b> I Understand Me	
<b>Lesson Title:</b> Keep Finding the Positive	<b>Lesson 2 of 3</b>
<b>Grade Level:</b> 5	
<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 Expectations (GLEs):</b>	
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.	
<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)**

Group Role Cards (Resource Sheet 1)

**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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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 create and present their collage depicting 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 will work as a group to present and explain their positive self-concept collage.

**Lesson Preparation**

**Essential Questions:**

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

**Engagement (Hook):**

Display the words: *Leader, Presenter, Recorder, Encourager, Timekeeper and Collector*. Ask students to think about which role they fulfilled within their group when creating the collage.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Have students return to the cooperative group assignments determined in Lesson 1, and give each group a deck of role cards. <b>DO NOT DISTRIBUTE “PRESENTER” CARD.</b></li> <li>2. Instruct students to use role cards to discuss roles the members took on during Lesson 1.</li> <li>3. Ask students to agree upon which students took on each role during the previous lesson.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Return to the cooperative group assignment determined in Lesson 1 as they enter the room.</li> <li>2. Students discuss their roles in the previous lesson.</li> <li>3. Students determine which role each group member played.</li> </ol>
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<p>4. Instruct students to distribute the role card to the identified member. Counselor distributes Presenter cards and explains the presenter role. Counselor directs groups to choose a presenter to report their work on the Self-Concept Collages.</p> <p>5. Counselor defines criteria for group presentation of the Self-Concept Collages (role assignments, explanation of their collage choices).</p> <p>6. Counselor facilitates presentations</p> <p>7. Counselor facilitates discussion of group presentations. <i>Why are roles important? How did working in a group increase or decrease positive self-concept?</i></p>	<p>4. Group members will choose a presenter from students who were not given a role card.</p> <p>5. The group recorder will write down the group's ideas.</p> <p>6. Groups will discuss their collage and explain how their choices demonstrate positive self-concept. The group presenter will utilize the recorders' notes to explain how the groups' collages demonstrate positive self-concept.</p> <p>7. Students discuss roles and positive self-concept.</p>
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**Teacher Follow-Up Activities**

Display the completed collages in “an art gallery display” and ask them to once again 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?

Compare journal entries completed after lesson 1 to journal entries completed after lesson.

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

## Group Role Cards

(Can be pasted to index cards and used as flash cards to learn about group roles or as badges to identify those roles in the group)

<p style="text-align: center;"><b><u>Leader</u></b></p> <ul style="list-style-type: none"><li>• organized the group</li><li>• planned how to format the collage</li><li>• helped us share supplies</li><li>• helped others understand what to do</li></ul>	<p style="text-align: center;"><b><u>Recorder</u></b></p> <ul style="list-style-type: none"><li>• wrote down the group's ideas</li><li>• kept a record of the group's work</li></ul>
<p style="text-align: center;"><b><u>Presenter</u></b></p> <ul style="list-style-type: none"><li>• reports the group's ideas and work to others</li></ul>	<p style="text-align: center;"><b><u>Time Keeper</u></b></p> <ul style="list-style-type: none"><li>• keeps the group on task and moving</li><li>• monitors group time and lets others know how much time is left</li></ul>
<p style="text-align: center;"><b><u>Encourager</u></b></p> <ul style="list-style-type: none"><li>• keeps the group motivated</li><li>• compliments members on their work</li><li>• compliments members on good group behavior</li></ul>	<p style="text-align: center;"><b><u>Collector</u></b></p> <ul style="list-style-type: none"><li>• gathers group materials</li><li>• returns group materials</li></ul>