

<p>Unit #1 Title: The Many Faces Of Me</p> <p>Lesson Title: How I Act Is Who I Am Lesson 2 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectations (GLEs): PS.1.B.0K Identify personal roles in the family. PS.1.C.0K Identify character traits needed for different situations.</p> <p>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.</p>
--

Materials (include activity sheets and/ or supporting resources)

<p>2 puppets Posters of the words “Caring” “Responsible” “Respectful” “Cooperative”</p>

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 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 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
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)

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

Lesson Measurable Learning Objectives:

The student will identify four character traits needed for different situations.

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 share information about the roles they play in their families, and the accompanying character traits.

Lesson Preparation

Essential Questions:
 What roles do people have in families? How do people know how to act?

Engagement (Hook):
 Puppets have a discussion about the roles they play in their families. Through class discussion, counselor will continuously refer back to the roles that the puppets shared.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Puppet 1 says: “When I go home after school, I have to feed my dog.” (Helper role)</p> <p>Puppet 2: “I don’t have a dog, but I have to feed my goldfish.” (Helper role)</p> <p>2. “We would say that when they make sure that their pets are fed every day, they are being responsible. Someone tell me something that they do at home that shows they are responsible.” Counselor holds up the poster of “Responsible.”</p> <p>3. Puppet 1: “After I feed my dog, I have to play with my baby sister while my mom fixes supper.” (Son/Daughter role)</p> <p>Puppet 2: “I don’t have any brothers and sisters, but I spend time with my grandma who lives with us.”</p>	<p>1. Students listen.</p> <p>2. Allow 2 or 3 students to offer examples.</p> <p>3. Students listen.</p>

<p>(Grandson/Granddaughter role)</p> <p>4. “When Puppet 1 plays with his sister, and Puppet 2 spends time with grandma, they are being caring. Someone tell me something that they do at home that shows how caring they are.” Hold up poster of “Caring.”</p> <p>5. Puppet 1: “Before I go to bed, I have to pick up my toys and my sister’s toys.” (Big Brother/Sister role)</p> <p>Puppet 2: “After supper, I have to help my mom with the dishes.” (Helper role)</p> <p>Puppets: We have a lot of things to do!!</p> <p>6. “When Puppet 1 picks up his toys and helps his sister pick up her toys, and Puppet 2 helps his mom with the dishes, they are being cooperative. Someone tell me something they do at home that shows cooperation.” Hold up poster of “Cooperative.”</p> <p>7. Puppet 1 looks at counselor and says, “You know, the boys and girls have listened so well, and have given such good answers today.” Puppet 2 pipes up, “You are right! These boys and girls have shown a lot of respect!” Hold up poster of “Respectful.”</p> <p>8. Counselor: “We have talked about feelings before, and I’m wondering what kinds of feelings you have when you are respectful, cooperative, caring, and responsible. Who can give me some examples of feelings?”</p> <p>9. Counselor: “One last question: How do you think others feel when you are respectful of them, or cooperate with them, or show caring, or are responsible?”</p>	<p>4. Allow 2 or 3 students to offer examples.</p> <p>5. Students listen.</p> <p>6. Allow 2 or 3 students to offer examples.</p> <p>7. Students listen.</p> <p>8. Allow several students to offer appropriate feelings (i.e. happy, glad, excited, proud, etc.).</p> <p>9. Allow several students to offer their thoughts.</p>
---	--

10. End by thanking them for being such a caring, respectful, cooperative and responsible class. Everyone give him/herself a pat on the back.	10. Students pat themselves on back.
---	--------------------------------------

Teacher Follow-Up Activities

Teacher can catch students demonstrating these character traits, complimenting them for this behavior. Teacher can redirect those having difficulty exhibiting the traits, conferring with counselor as necessary.

Counselor reflection notes (completed after the lesson)

RESPONSIBLE



CARING



COOPERATIVE



RESPECTFUL

