

Unit #1 Title: Who Am I and How Do I Fit Into the World	
Lesson Title: My Action Plan	Lesson: 4 of 4
Grade Level: 12	
Length of Lesson: 1 to 2 class periods	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.1: Understanding self as an individual and a member of a diverse local and global community.	
Grade Level Expectations (GLEs):	
PS.1.A.12:	Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.
PS.1.B.12:	Exhibit the ability to balance personal, family, school, community, and work roles.
PS.1.C.12:	Exhibit the personal characteristics of a contributing member of a diverse community.
American School Counselor Association (ASCA) National Standard:	
Personal Social Development	
A. Students will acquire the knowledge, attitude, 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)

"Action Plan For Maintaining Who I Am" worksheets

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 1. Identify problems and define their scope and elements. 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.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 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)

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

Lesson Measurable Learning Objectives:

The student will identify at least four ways of maintaining his/her a positive self-concept and write how they would use each.

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 an action plan for improving and/or maintaining his/her self-concept.

Lesson Preparation

Essential Questions:

- Why do we need a positive self-concept?
- How do people balance their world?
- How do people make the world a better place?

Engagement (Hook):

Ask students (12th) how many have any personal possessions like a car, computer, ipod, etc. After assessing how many have possessions like this, discuss what types of things have to be done to them in order to keep them running in top shape.

It may be easier to keep the focus on a car at this point.

Discuss with the students that in order to keep their car or other possessions running in top shape, they have to be maintained.

Ask students what happens to their car when they do not keep it maintained.

Transition into the maintenance of their personal self-concept. Their self-concept is something that needs to be maintained. If it is not maintained, they can expect similar issues to those of not keeping their personal possessions maintained.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Pass out to each senior their <i>Action Plan for Maintaining Who I Am</i> assessment worksheet. Explain to the students that this Action Plan is something that will help them keep their self-concept maintained and in good working order. 2. Set a due date for collection of the Action Plan. Inform students that this Action Plan will be placed in their Personal Guidance folder or Permanent Record. 3. Have an example of an <i>Action Plan</i> to display so that students can see how a plan is developed. 	<ol style="list-style-type: none"> 1. Students will work on completion of their personal Action Plan. 2. Students should write down the due date on their Action Plan. 3. Students view sample Action Plans in order to have a better understanding of what theirs should look like.

Teacher Follow-Up Activities

Teachers may choose to allow in class time for students to work on Action Plans. Teachers may want to remind their students as to the due date of the Action Plans. Teachers may also want to tie in an activity, project, or other homework in relation to the Action Plan.

Counselor reflection notes (completed after the lesson)

Summative Assessment

Action Plan for Maintaining Who I Am

Name: _____

Date: _____

Due Date: _____

Action Plan for Maintaining Who I Am

Create a personal action plan to maintain your positive self-concept, contribute to your community, and balance your roles.

Below are strategies for maintaining/improving your self-concept. Please place a checkmark on the ones you will use as you go through life.

_____ **Journaling**

I can use a journal to help sort out my feelings, my responsibilities to various roles, to write down personal statements about who I am.

I have a journal: _____ Yes _____ No

If I don't have a personal journal, here is my plan to start and continue to use one:

_____ **Positive Self-Talk**

I will continue my awareness of self-talk. I will not put myself down; rather I will raise myself up with positive self-talk. List some positive self-talk statements I can use:

1. _____

2. _____

3. _____

_____ **Exercise**

Exercise can relieve stress, allow for time to think positively about myself and help to improve my physical and mental health.

I will exercise 3 times a week. Below are some activities that I will include in my exercise program:

- | | | |
|-----------------------------|----------------------|----------------|
| _____ walking | _____ jogging | _____ swimming |
| _____ bike riding | _____ weight lifting | _____ aerobics |
| _____ dancing | _____ martial arts | _____ yoga |
| _____ competitive athletics | | |

Other: _____

Other: _____

_____ **Activities/Enjoyment**

I will try to put aside some time everyday from my other role responsibilities to take time for myself. This time will be spent doing something I enjoy (hobby, interest, activity)
Below are some activities that I could do:

- | | | |
|--------------------|--------------------------|-------------------------------|
| _____ take a walk | _____ listen to music | _____ attend church functions |
| _____ play a sport | _____ make crafts/art | _____ workout |
| _____ volunteer | _____ mediate | _____ write in a journal |
| _____ video games | _____ play an instrument | |

Other: _____

Other: _____

_____ **Assist Your Community**

Becoming an active member in the community can help maintain/improve your self-concept as well as help others. Below is my plan for community involvement.

_____ **Balancing My Roles and Responsibilities**

I am aware of my different roles in family, school, community and work and know how to balance the responsibilities of each. Below are my responsibilities to each area:

Family _____

School _____

Community _____

Work _____

Discuss how these roles and responsibilities might change after you graduate.

List and explain four ways of maintaining your positive self-concept.

1.

2.

4.

5.
