

Unit # 2 Title: The Balancing Act	
Lesson Title: Survivors	Lesson # 1 of 2
Grade Level: 7	
Length of Lesson: 60-70 minutes, but could easily be broken into two separate sessions	
Missouri Comprehensive Guidance Standard: PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
Grade Level Expectation (GLE): PS.1.A.07.a.i: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept. PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.	
American School Counselor Association National Standard (ASCA): Personal/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)

Teacher worksheet	Overhead
Masking tape	Transparency of strength statements
Tarp 10'x10'	
Lyrics to any popular song's chorus (10 sec)	

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
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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	
	Social Studies	
	Science	
X	Health/Physical Education	4. Principles of movement and physical fitness
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Completion of Personal Strength worksheet and successful completion of Team on a Tarp activity.

Ask the class for responses to the following questions:

1. What is the usefulness of having personal strengths but being the only person who benefits from them?
2. What might be ways that others can benefit from your personal strengths?

Write responses to these questions on the board for review and further discussion.

Lesson Preparation

Essential Questions: Why do people need to learn to work together?

Engagement (Hook): Discuss the statement: “Too much of anything is not a good thing.” Have you ever been in a group with all leaders? All followers? All fun people? How can teams increase productivity? We need a variety of individual strengths when working as a team.

Procedures

Instructor Procedures:	Student Involvement:
1. Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end “Most Like Me” and the opposite end “Least Like Me”.	1. NA
2. Explain that the line on the floor represents	2. Students listen to statements, decide where

<p>a scale from most like you to least like you. Read a statement from the teacher worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move.</p>	<p>they'll stand on the line, and at a signal move to the appropriate place.</p>
<p>3. Select two people at the “most like me” end of the line to explain this strength and how it helps a group accomplish its task.</p>	<p>3. Students explain their understanding of the strength and how it is helpful in a group situation.</p>
<p>4. Repeat steps 2 and 3 for next 10 minutes.</p>	<p>4. Repeat steps 2 and 3 for each question.</p>
<p>5. Put transparency of strength statements up while students are seated. Instruct students to fill out the graphic organizer worksheet at their seat with their personal strengths.</p>	<p>5. Student completes graphic organizer by writing at least four of their own personal strengths. They may use teacher transparency of statements if necessary.</p>
<p>6. Instruct up to 12 students at a time to board the tarp (could use old tire). They must stay on the tarp for 10 seconds (long enough to sing the chorus of an agreed upon song). Once they have succeeded, fold the tarp in ½ and have them board again. Each time they are successful, reduce size of tarp. The goal is to keep as many people on the tarp as possible through the size-reductions and the chorus-singing.</p>	<p>6. Students board the tarp in groups of up to 12 and observe what personal strengths are needed to help them reach the goal of continuing to fit everyone on the tarp as it gets progressively smaller.</p>
<p>7. Once everyone has participated, discuss personal strengths that led to success.</p>	<p>7. Students participate in class discussion. Individually students will do journal writing about their experience in the group.</p>

Teacher Follow-Up Activities

Teacher keeps a copy of each student's personal strength sheets on file to determine future heterogeneously grouped teams. When doing group work, teacher reminds students to utilize everyone's personal strengths and review individual student strengths.

Counselor reflection notes (completed after the lesson)

Personal Strength Statements Teacher Worksheet

Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end “Most Like Me” and the opposite end “Least Like Me”. Explain that the line on the floor represents a scale from most like you to least like you. Read a statement from this worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move (see lesson for further instructions).

I look at everything before I make a decision.

I believe there is a right way to do everything.

I can never know enough.

I encourage others in my group.

I love to plan.

I am an expert at making deals.

I ask a lot of questions.

I can do many things at once.

I am responsible and organized.

I am not afraid to try something new.

I have patience when working with others.

I love a tough challenge and will ALWAYS find a way to do it.

I am logical when I solve problems.

I have a lot of energy and can do many things at once.

I prefer working in small groups.

I prefer working independently.

I like knowing rules and expectations.

I am a good listener when my friends need to talk.

I am cool, calm and collected under pressure.

I am always prepared for class.

The teacher will put a transparency of strength statements up while students are seated. Instruct students to fill out the graphic organizer worksheet at their seat with their personal strengths. Each student completes a graphic organizer by writing at least four of his or her own personal strengths.

Date: _____

My Personal Strengths

The graphic organizer consists of a central oval with the text "Name:" inside. Four lines extend from the top, bottom, left, and right sides of the oval, forming a cross shape. This design is intended for students to write their name in the oval and list their personal strengths in the four surrounding sections.