

<b>Unit # 2 Title: The Balancing Act</b>	<b>Grade Level: 7</b>
<b>Number of lessons in unit: 2</b>	
<b>Time required for each lesson:</b> Can vary according to setting	
<b>Best time of year to implement this unit:</b> Fall, but can take place through the year	
<b>Lesson Titles:</b>	
Lesson # 1: Survivors	
Materials/Special Preparations Required:	
Teacher worksheet, masking tape, small tarp, lyrics to any popular chorus, overhead and transparency of strength statements.	
Lesson # 2: The Quest of Magic Minutes	
Materials/Special Preparations Required:	
Time Waster/Time Saver Teacher Worksheet, paper, pencil	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation(s):</b>	
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.B.07.a.i: Apply personal planning strategies to balance individual, family, and school responsibilities	
PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.	

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students.
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.
X	Goal 3: recognize and solve problems

	<ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems.</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems.</li> <li>6. Examine problems and proposed solutions from multiple perspectives.</li> <li>7. Evaluate the extent to which a strategy addresses the problem.</li> </ol>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions.</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks.</li> <li>7. Identify and apply practices that preserve and enhance the safety and health of self and others</li> </ol>

**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	<ol style="list-style-type: none"> <li>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas.</li> </ol>
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> <li>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).</li> <li>4. Principles of movement and physical fitness.</li> </ol>
	Fine Arts	

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Once students have completed lessons from the unit, the counselor may check for student understanding by reviewing concepts with the students throughout the year to check for progress toward goals or change in behavior. The counselor may also check with teachers to discover which students are experiencing difficulties learning and demonstrating. The counselor may consider offering individual or group sessions for those students.

**Brief Summary of Unit:**

Lesson 1: Students will have a thorough understanding of their personal strengths and be able to use them to solve a problem within a group.

Lesson 2: Students will work in small groups to develop a commercial to promote a time saver.

**Unit Goals:**

Students will recognize the importance of including people with a diversity of strengths within a group in order to better achieve a goal. Students generate and utilize timesaving tips to achieve balance between individual, family, and school responsibilities.

**Student Prior Knowledge: What prior knowledge do students need to be successful in this unit (e.g. the steps to solving a problem)?**

Strategies that lead to success in a cooperative learning activity.