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| <p><b>Unit # 3 Title:</b> Color Your World</p> <p><b>Lesson Title:</b> Color Your Destiny <span style="float: right;"><b>Lesson # 1 of 2</b></span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 45 minutes, or can be divided into 2 lessons</p> <p><b>Missouri Comprehensive Guidance Standard:</b><br/>                 PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p><b>Grade Level Expectation (GLE):</b><br/>                 PS.1.A.08.a.i: Identify thoughts and feelings and how they relate to self-concept.</p> <p><b>American School Counselor Association National Standard (ASCA):</b><br/>                 Personal/Social Development<br/>                 A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect themselves and others.</p> |
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**Materials (include activity sheets and/ or supporting resources)**

Any children’s book dealing with feelings/self-concept and how they affect a person’s perceptions of themselves or their world. Examples: Hailstones and Halibut Bones, I Feel Silly, My Many Colored Days, The Eagles Who Thought They Were Chickens  
 Butcher paper or poster board; markers and/or crayons, quote by Frank Outlaw (can be given to students or displayed as a poster), overhead projector and blank transparency for assessment activity, toothpaste, graphic organizer

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

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| X | Goal 1: gather, analyze and apply information and ideas<br>8. Organize data, information and ideas into useful forms for analysis or presentation.  |
| X | Goal 2: communicate effectively within and beyond the classroom<br>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.<br>3. Exchange information, questions and ideas while recognizing the perspectives of others. |
| X | Goal 3: recognize and solve problems<br>2. Develop and apply strategies based on ways others have prevented or solved problems.<br>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.                               |
|   | Goal 4: make decisions and act as responsible members of society  |

**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        | 6. Participating in formal and informal presentations and discussions of issues and ideas.                  |
|                                 | Mathematics               |   |
|                                 | Social Studies            |   |
|                                 | Science                   |   |
|                                 | Health/Physical Education |   |
| X                               | Fine Arts                 | 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines. |

**Enduring Life Skill(s)**

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      |   | Compassion   | X | Tolerance       |
| X | Respect      | X | 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.**

Performance activity, question/answer, and discussion as built into the lesson.

On a blank transparency, draw stripes. Ask a student to come to the overhead and spread toothpaste along the stripes. Then ask the student to return the toothpaste to the tube. The student will find the task impossible. Ask the class to respond to the following questions in writing.

1. As you see, once you spread the toothpaste, it is impossible to put it back. Likewise, once you spread gossip or speak poorly of a person, it cannot be taken back. Even if you say you are sorry, can you truly mend the damage that has been done?
2. What do you think you need to do to respect other people's integrity?

**Lesson Preparation**

**Essential Questions:** How do people feel and act if they have a positive self-concept?

**Engagement (Hook):** "I am going to read the following book about different ways to view "things" (give title), and I want you to listen for the words that relate to feelings and how someone looks at themselves. Also, think about others in the story. How are they viewing the same situation?"

**Procedures**

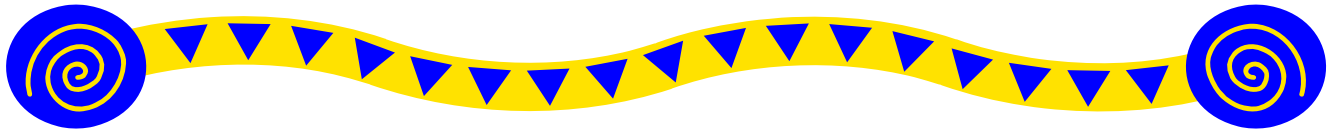
| <b>Instructor Procedures:</b>                   | <b>Student Involvement:</b>                      |
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| 1. The counselor will read the story of choice. | 1. Student will listen and take notes if needed. |
| 2. Discuss details from the story. The          | 2. Students will provide information from their  |

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| <p>counselor can use a graphic organizer to help students see the relationship between feelings, objects, and color as in the case of the story <u>Hailstones and Halibut Bones</u>. Other types of relationships between perceptions and feelings can be drawn from the other stories. The counselor will rely on students' inferences to fill in the areas.</p> <ol style="list-style-type: none"><li>3. Divide students into task groups, taking care to allow for a variety of student needs and strengths. The counselor will provide the following instructions: "Use the paper and markers to give us a picture of what a feeling word looks like. Try to be as creative as possible to make the word come alive. Pretend that you don't know how to read. How would you get the feeling across?" Allow 10 to 15 minutes.</li><li>4. Ask classmates if they think the picture reflects the message that the group intended.</li><li>5. Introduce the quote by Frank Outlaw (see handout). Have the students get back in their groups to discuss the quote and what they think the author is saying.</li></ol> <p>OR</p> <p>Facilitate discussion of the quote with the entire classroom and the author's intent behind the quote.</p> | <p>understanding of the story to help the counselor develop the graphic organizer.</p> <ol style="list-style-type: none"><li>3. Students will work cooperatively to design a product to which each will contribute.</li><li>4. Groups will present their pictures to the class. They will explain the idea they were trying to convey. They will also field any questions from other students in the class.</li><li>5. Students will work either in discussion groups or as part of a classroom discussion.</li></ol> |
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### Teacher Follow-Up Activities

The counselor can work with the teacher to display the poster and/or reinforce the concepts of the quote. The teacher can also work with students whose words reflect less than a positive self-concept.

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



**WATCH YOUR THOUGHTS; THEY  
BECOME YOUR WORDS.  
WATCH YOUR WORDS; THEY BECOME  
YOUR ACTIONS.  
WATCH YOUR ACTIONS; THEY BECOME  
YOUR HABITS.  
WATCH YOUR HABITS; THEY BECOME  
YOUR CHARACTER.  
WATCH YOUR CHARACTER, FOR IT  
WILL BECOME YOUR DESTINY.**

**--FRANK OUTLAW**

