

Unit 1 Title: Poppin’ Personal Plan of Study	
Lesson Title: Cool Things I’ve Done	Lesson 2 of 3
Grade Level: 6	
Length of Lesson: 30 minutes	
Missouri Comprehensive School Counseling Big Idea: AD.6: Developing and Monitoring Personal Plan of Study	
Grade Level Expectation (GLE): AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

<p>Sample Personal Plan of Study for projection display</p> <p>Sticky notes – one color for each group</p> <p>Pages for each component of a Personal Plan of Study: one set for each small group (8 ½”x 11” pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements</p> <p>Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)</p> <p>(Samples of the PPS are available on the DESE School Counseling website: http://dese.mo.gov/college-career-readiness/school-counseling)</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research.</p>
	<p>Goal 2: communicate effectively within and beyond the classroom</p>
	<p>Goal 3: recognize and solve problems</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>8. Explore, prepare for and seek educational and job opportunities.</p>

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <p>1. Speaking and writing standard English</p> <p>6. Participating in formal and informal presentations and discussion of issues and ideas.</p>

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five components that are found on a personal plan of study.
 The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
 The student will separate life experiences into the Personal Plan of Study components.

Lesson Preparation

Essential Questions:
 What types of life experiences have you had? What do you still need to learn?

Engagement (Hook):
 Display a sample Personal Plan of Study. Review and have students point out the vocabulary words learned during lesson 1.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group sticky notes of the same color (e.g. group 1 = red, group 2 = blue). 2. Say, “On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates.” <p>You may need to give an example or two to stimulate discussion, but do not give more than one or two samples. (Examples: raking</p>	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will take a pencil to the group with them. 2. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.
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<p>leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).</p> <p>3. Explain the seven posters highlighting the components of a Personal Plan of Study that are around the room. Distribute the smaller pages for the components to each group. Have students discuss their experiences and place their sticky notes on the correct component sheet.</p> <p>4. Have one group at a time place their sticky notes on the most appropriate component page. (Example: raking leaves placed on “Volunteer/Community Service”; Student Council Rep on “Organizations” or “Extra Curricular Activities”).</p> <p>5. Discuss placement of activities in respective categories.</p> <p>6. Closure: Review main points of the lesson.</p>	<p>3. Students will explain their experience and place the sticky note on a component page.</p> <p>4. Students will place sticky notes in appropriate component.</p> <p>5. Students will review the placement of sticky notes they created and add new ones, making the changes needed).</p> <p>6. Closure: Students will share main concepts discussed during the lesson.</p>
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Teacher Follow-Up Activities

The teacher will review the information shared during the lesson.

Counselor reflection notes (completed after the lesson)

Personal Plan of Study Template

(Information to gather as you progress through school and place in your portfolio to use as a resource for developing your personal plan of study)

Career path of interest:

Education/Training attained:

Awards received:

Organization participation (including leadership positions):

Work History (babysitting, lawn mowing, dog walking, etc...):

Volunteer/Community Service (tutoring, sandbagging, recycling, visit someone in a nursing home, etc...):

Other skills attained:

CAREER PATH OF INTEREST SHEET

EDUCATION/TRAINING SHEET

AWARDS SHEET

ORGANIZATIONS SHEET

WORK HISTORY SHEET

VOLUNTEER/COMMUNITY SERVICE SHEET

OTHER SKILLS SHEET