

<p>Unit #3 Title: Respect for All Work</p> <p>Lesson Title: Peer Review of My School and Community Activities Lesson: 3 of 4</p> <p>Grade Level: 11</p> <p>Length of Lesson: 55-70 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.</p> <p>Grade Level Expectation (GLE): CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one’s career choices.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Individual list of school and community activities. Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>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</p>
Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list three activities he/she is involved in that make positive contributions to a global society.

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 a list of community and school activities.

Lesson Preparation

Essential Question:
 How can an individual make a difference?
 How can a person contribute to the well-being and betterment of the local and global society?

Engagement (Hook):
 Show video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor will ask students to write a list of their community and school activities (beyond “membership” in organizations) from the 9th grade until now. <p>(Note: emphasis is on the “act” in ACTivities. Activities do not have to be limited to “organized activities” (e.g., car washes and bake sales); they can also include individual efforts. The concept of social responsibility is embedded in this strategy.</p> <ol style="list-style-type: none"> When students have completed their lists of activities, they will write a statement of the 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students write a list of their community and school activities. Students will write a statement of the basic concept of their life long goals
---	--

basic concept of their life long goals/ life mission.	(life mission).
3. When students have completed their lists of activities and their life-long goal, arrange for students to work with a partner to review each other's lists. Taking turns, students will review his or her partner's list of activities and goals and give feedback regarding how the activities relate to the partner's life goals.	3. Peer partner listens to feedback and recommends/suggests changes in his or her partner's activities. The other student receives the feedback and determines the changes that need to be made.
4. Counselor asks each pair to report findings.	4. Each pair reports findings.

Teacher Follow-Up Activities

Students write a one page paper on how volunteer activities relate to life long goals.

Counselor reflection notes (completed after the lesson)