Unit #3 Title: Respect for All Work

Lesson Title: Peer Review of My School and Community Activities Lesson: 3 of 4

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive School Counseling Big Idea:

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.

American School Counselor Association (ASCA) Mindsets and Behaviors:
Career Development

Materials (include activity sheets and/or supporting resources)
- 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.)

Show Me Standards: Performance Goals (check one or more that apply)
- X Goal 1: Gather, analyze and apply information and ideas
  6. Discover and evaluate patterns and relationships in information, ideas and structures
- 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
  2. Develop and apply strategies based on ways others have prevented or solved problems
- X 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

This lesson supports the development of skills in the following academic content areas.
Academic Content Area(s) Specific Skill(s)
- X Communication Arts
  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
- Mathematics

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Linking School Success to Life Success
Enduring Life Skill(s)

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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

Instructor Procedures/Instructional Strategies:
1. Counselor will ask students to write a list of their community and school activities (beyond “membership” in organizations) from the 9th grade until now. (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.

2. When students have completed their lists of activities, they will write a statement of the basic concept of their life long goals

Student Involvement/Instructional Activities:
1. Students write a list of their community and school activities.

2. Students will write a statement of the basic concept of their life long goals
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.

4. Counselor asks each pair to report findings.

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. 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)**

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