

<b>Unit #1 Title:</b> A Newer, BETTER, Older Me	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 20-30 minutes	
<b>Best time of year to implement this Unit:</b> March	
<b>Lesson Titles:</b>	
Lesson 1: I'm Just a Bag of Feelings	
Materials/Special Preparations Required	
A fancy bag (may be paper or material—just decorated)	
10 Note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)	
<i>Feelings Thermometer</i> worksheet (attached)	
Stickers	
Lesson 2: Character Clovers	
Materials/Special Preparations Required	
<i>Clover Pattern</i> worksheet – have copies cut from green construction paper for each student.	
Crayons and or markers	
Chart paper, whiteboard, SMART Board, etc.	
<b>Missouri Comprehensive School Counseling Big Idea:</b>	
SE.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectations (GLEs):</b>	
SE.1.A.01 Identify a variety of feelings. (DOK Level - 1)	
SE.1.B.01 Identify personal roles in the school. (DOK Level - 1)	
SE.1.C.01 Recognizing personal character traits. (DOK Level - 1)	
<b>American School Counselor Association (ASCA) Mindsets &amp; Behaviors:</b>	
Social/Emotional Development	

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

	Goal 1: Gather, analyze and apply information and ideas
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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

**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	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

**Unit Essential Questions:**

How can exploring our feelings help us?  
 Why do people have different feelings?  
 Why is it important to understand feelings?

**Unit Measurable Learning Objectives:**

The student will identify feelings based on real life situations.  
 The student will identify three personal roles in school.  
 The student will recognize three personal character traits.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Explicit Teaching; Guided & Shared – reading, listening, viewing, thinking)  
 Indirect  
 Experiential (Games)  
 Independent Study (Learning Activity Packages)  
 Interactive Instruction (Discussion)

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
 Students will identify the feelings, the personal roles, and characteristics that they have in school.

**Brief Summary of Unit:**

In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet.  
 In lesson two, students identify personal school roles and accompanying character traits. Students then create character clovers.

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

Basic understanding of feelings, roles, and character traits.