

Unit #1 Title: How Do I Fit In?

Grade Level: 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime of the year, could be used in small groups.

Lesson Titles:

Lesson 1: Think Positive!

Materials/Special Preparations Required

Skit Tickets worksheet

Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Lesson 2: I'm A Star!

Materials/Special Preparations Required

Dice, One (1) per group

Pencils

I'm a Star Community Member worksheets for each student

Lesson 3: I'm Thumbbody!

Materials/Special Preparations Required

Pencils

Baby wipes

I'm Thumbbody worksheets for each student

Picture of a detective

Stamp pad, washable ink, or paint

Missouri Comprehensive School Counseling Big Idea:

SE.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities.

Grade Level Expectations (GLEs):

SE.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings. (DOK Level - 1)

SE.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member. (DOK Level - 2)

SE.1.C.04: Identify the personal characteristics that contribute to the school community. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

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
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving 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.

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	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why are positive thoughts important?

Unit Measurable Learning Objectives:

<p>The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.</p> <p>The student will give at least two verbal responses regarding ways to be a responsible community member.</p> <p>The student will compose ten positive statements about themselves.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)</p> <p><input type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential (Games)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Role Playing; Brainstorming; Discussion)</p>

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 be able to identify the difference between positive and negative thoughts and feelings.

Brief Summary of Unit:

This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.

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

What are personal roles?

What is a positive self-concept?

The meaning of personal characteristics.

Knowledge of how people express feelings differently.