

Unit 1 Title: TEAMS: Together Everyone Assures My Success

Lesson Title: What Is Important to Me?

Lesson 3 of 3

Grade Level: 6

Length of Lesson: 30 minutes

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 Expectation (GLE):

SE.1.A.06: Identify individual strengths and areas for personal growth and good citizenship.

American School Counselor Association (ASCA) Mindsets & Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

What Is Important to Me? activity sheet

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

	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)	Specific Skill(s)
	Communication Arts
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions.
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare with a partner five values that he/she considers important. The student will share what he/she has learned about the partner’s values with the class.

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.

Instructor will review activity sheet responses from *What Is Important to Me?* worksheet to identify and assess indicators of personal awareness. Students participate in question/answer/discussion during classroom activity.

Lesson Preparation

Essential Questions: How do you identify what is most important to you? How do you measure value or worth? Why is it important to understand that other people may have values that differ from your own?

Engagement (Hook): Counselor brings in items of value to him or her, such as pictures of children, wedding ring, or a \$100 bill. Then the counselor asks, “Why do you suppose these items are important to me?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor asks, “If there were a fire in your house, what three things would you pick up in 15 seconds to take with you? How did you decide what to take? Why was that valuable to you?”</p> <p>2. Counselor continues with the following information: “Everything has some sort of value. In our country, we often think of <u>money as a way of measuring worth</u>. Something may be worth fifty cents, one hundred dollars, or one hundred thousand dollars. Worth may be measured differently in another culture.</p> <p>“We also place importance on things because <u>they fill a need</u>. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.”</p> <p>Many of the things of <u>value cannot be seen or</u></p>	<p>1. Students respond.</p> <p>2. Students will actively listen and ask questions or add comments. They will check their own measures of value with those the counselor identifies.</p>

<p><u>measured</u>. Honesty is one of those. If you are honest, if you want others around you to be honest, and you choose to be honest over and over then honesty is something you value. Things of value may change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Things of value to us are often different from that of our friends. This difference may cause conflict, and you may have to make choices about your friendship or what you value.</p> <p>4. Counselor provides students with <i>What Is Important to Me?</i> activity sheet. Review the directions with students. (Before continuing, the counselor may wish to read each item to the students, explaining the terminology.)</p> <p>5. The counselor pairs the students, instructs them to discuss their responses, then invites the student-pairs to share the results of the discussion with the class.</p> <p>6. As a follow-up activity with the parents/guardians, the counselor may wish to attach a note explaining the activity and inviting parents/guardians to discuss the worksheet with their child.</p>	<p>4. Students complete the <i>What Is Important to Me?</i> activity sheet, making sure to following the directions carefully.</p> <p>5. Students explain the results of their paired discussions.</p> <p>6. Students will take the activity home for discussion with family.</p>
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Teacher Follow-Up Activities

Discuss the counselor activity with the social studies teacher, so that whenever discussion of cultures occurs, the class can discuss the values that different cultures hold. It is important to emphasize that there are cultural “differences,” but that no one culture should be held in higher esteem than any another.

Counselor reflection notes (completed after the lesson)

What Is Important to Me?

Name: _____ Date: _____

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

Directions: With a partner, read the following list of words. Be sure that each of you understands each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions, just understand them.

Select the five important items that you think would make the world a better place if everyone on earth had these five important items. Mark them with an "M" for "me," then tell your partner why you chose these. Listen very closely as your partner tells you his/her choices. Mark his/her choices with a "P" for "partner." When you have both discussed your choices, introduce your partner to the class and explain his/her choices and why they are important to him/her.

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|-------------------|----------------------------|---------------------------|------------------|
| ___ religion | ___ safety | ___ family stability | ___ education |
| ___ a home | ___ physical appearance | ___ respect for authority | ___ admiration |
| ___ honesty | ___ health | ___ tradition | ___ justice |
| ___ change | ___ love | ___ loyalty | ___ fitting in |
| ___ money | ___ free time | ___ good grades | ___ maturity |
| ___ nature | ___ sticking up for others | ___ equality | ___ freedom |
| ___ dignity/worth | ___ wisdom | ___ children | ___ true friends |
| ___ the elderly | ___ saving for future | ___ rules/laws | ___ marriage |
| ___ initiative | ___ clubs | ___ clothing | ___ skill/talent |
| ___ career | ___ good values | ___ responsibility | ___ power |
| ___ knowledge | ___ achievement | ___ respecting others | ___ attitude |

Take this activity sheet home and ask have one of your parents or guardians mark an "X" next to those he or she thinks are important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.