

Unit 2 Title: The Balancing Act	Grade Level: 7
Number of lessons in unit: 2	
Time required for each lesson: 45 minutes	
Best time of year to implement this unit: Fall, but can take place through the year	
Lesson Titles:	
Lesson 1: Survivors	
Materials/Special Preparations Required:	
<i>Personal Strengths Statements</i> teacher worksheet	
Masking tape	
10'x10'tarp	
Lyrics to any popular chorus	
Visual display of strength statements	
<i>My Personal Strengths</i> worksheet	
Lesson 2: The Quest for Magic Minutes	
Materials/Special Preparations Required:	
<i>Time-waster/Time-saver</i> teacher worksheet	
Paper	
Writing instrument	
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.07:	Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept. (DOK Level - 2)
SE.1.B.07:	Apply personal planning strategies to balance individual, family, and school responsibilities. (DOK Level - 4)
SE.1.C.07:	Identify and practice ways to be a contributing group member. (DOK Level - 2)
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students.
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	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 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)
X	Communication Arts	<ol style="list-style-type: none"> 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management). 4. Principles of movement and physical fitness.
	Fine Arts	

Unit Essential Questions:

<p>How do people manage their time effectively? What are possible ways that others might benefit from your personal strengths?</p>

Unit Measurable Learning Objectives:

<p>The student will complete a graphic organizer delineating four personal strengths. The student will write a reflective statement regarding the group activity, <i>Tarp Game</i>. The student will create and present a <i>Magic Minute</i> commercial that demonstrates how they would change a time-waster into a time-saver.</p>

Unit Instructional Strategies/Instructional Activities:

<input type="checkbox"/>	Direct
<input checked="" type="checkbox"/>	Indirect (Problem Solving; Reflective Discussion; Concept Mapping)
<input checked="" type="checkbox"/>	Experiential (Simulations; Games)
<input checked="" type="checkbox"/>	Independent Study (Journals; Reports)
<input checked="" type="checkbox"/>	Interactive Instruction (Brainstorming; Discussion; Problem Solving; Tutorial Groups)

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.

The student will identify four personal strengths and use his/her personal strengths to solve a problem within a group.

The student will work in small groups to develop a commercial, promoting a time-saver.

Brief Summary of Unit:

This unit focuses on student assessment of personal strengths, through self-assessment and group activity. The unit also addresses time management skills as students move toward more responsibilities and commitments for which they are accountable.

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

Strategies that lead to success in a cooperative learning activity.