

<p>Unit 1 Title: The Balancing Act</p> <p>Lesson Title: Survivors Lesson 1 of 2</p> <p>Grade Level: 7</p> <p>Length of Lesson: 60-70 minutes, but could easily be broken into two separate sessions</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>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. SE.1.C.07: Identify and practice ways to be a contributing group member.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p><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</p>
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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 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 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 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)
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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	4. Principles of movement and physical fitness
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a graphic organizer delineating four personal strengths.
 The student will write a reflective paragraph statement regarding the group activity, *Tarp Game*.

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.
 Completion of *My Personal Strengths* worksheet and successful completion of *Tarp Game* activity.
 Write responses to these questions on the visual display board for review and further discussion.

Lesson Preparation

Essential Questions: What might be ways that others can benefit from your personal strengths?

Engagement (Hook): Discuss the statement: “Too much of anything is not a good thing.” Have you ever been in a group with all leaders? All followers? All fun people? How can teams increase productivity? We need a variety of individual strengths when working as a team.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end “Most Like Me” and the opposite end “Least Like Me”.	1. NA
2. Explain that the line on the floor represents a scale from most like you to least like you.	2. Students listen to statements, decide where they’ll stand on the line and at a signal

<p>Read a statement from the <i>Personal Strengths Statements</i> teacher worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move.</p> <ol style="list-style-type: none"> 3. Select two people at the “most like me” end of the line to explain this strength and how it helps a group accomplish its task. 4. Repeat steps 2 and 3 for next 10 minutes. 5. Put visual display of the strength statements up while students are seated. Instruct students to complete the <i>My Personal Strengths</i> worksheet at their seat with their personal strengths. 6. Explain to students the next activity will involve students’ knowledge of their positive personal traits and how those traits affect the group’s ability to be successful. Instruct up to 12 students at a time to board the tarp. They must stay on the tarp for 10 seconds (long enough to sing the chorus of an agreed upon song). Once they have succeeded, fold the tarp in half and have them board again. Each time they are successful, reduce size of tarp. The goal is to keep as many people on the tarp as possible through the size-reductions and the chorus-singing. 7. Once everyone has participated, discuss personal strengths that led to success. 	<p>move to the appropriate place.</p> <ol style="list-style-type: none"> 3. Students explain their understanding of the strength and how it is helpful in a group situation. 4. Repeat steps 2 and 3 for each question. 5. Student completes <i>My Personal Strengths</i> worksheet by writing at least four of their own personal strengths. They may use teacher transparency of statements if necessary. 6. Students board the tarp in groups of up to 12 and observe what personal strengths are needed to help them reach the goal of continuing to fit everyone on the tarp as it gets progressively smaller. 7. Students participate in class discussion. Individually students will do journal writing about their experience in the group.
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Teacher Follow-Up Activities

Teacher keeps a copy of each student’s personal strength sheets on file to determine future heterogeneously grouped teams. When doing group work, teacher reminds students to utilize everyone’s personal strengths and review individual student strengths.

Counselor reflection notes (completed after the lesson)

Personal Strength Statements Teacher Worksheet

Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end “Most Like Me” and the opposite end “Least Like Me”. Explain that the line on the floor represents a scale from most like you to least like you. Read a statement from this worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move (see lesson for further instructions).

I consider all options before I make a decision.

I believe there is a right way to do everything.

I can always learn more.

I encourage others in my group.

I love to plan.

I am an expert at making deals.

I ask a lot of questions.

I can do many things at once.

I am responsible and organized.

I am not afraid to try something new.

I have patience when working with others.

I love a tough challenge and will ALWAYS find a way to do it.

I am logical when I solve problems.

I have a lot of energy and can do many things at once.

I prefer working in small groups.

I prefer working independently.

I like knowing rules and expectations.

I am a good listener when my friends need to talk.

I am cool, calm and collected under pressure.

I am always prepared for class.

The teacher will visually display the strength statements while students are seated. Instruct students to complete the graphic organizer worksheet at their seat with their personal strengths. Each student completes a graphic organizer by writing at least four of his or her own personal strengths.

Date: _____

My Personal Strengths

A graphic organizer for 'My Personal Strengths'. It consists of a central oval with the text 'Name:' inside. Four lines extend from the top, bottom, left, and right sides of the oval, forming a cross shape. This structure is intended for students to write their name in the center and list their personal strengths in the four surrounding sections.