

<p><b>Unit 1 Title:</b> Color Your World</p> <p><b>Lesson Title:</b> Color Your Destiny <span style="float: right;"><b>Lesson 1 of 2</b></span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 45 minutes, or can be divided into 2 lessons</p> <p><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</p> <p><b>Grade Level Expectation (GLE):</b> SE.1.A.08: Identify thoughts and feelings and how they relate to self-concept.</p> <p><b>American School Counselor Association (ASCA) Mindsets &amp; Behaviors:</b> Social/Emotional Development</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Any children’s book dealing with feelings/self-concept and how they affect a person’s perceptions of themselves or their world. Examples: <u>Hailstones and Halibut Bones</u>, <u>I Feel Silly</u>, <u>My Many Colored Days</u>, <u>The Eagles Who Thought They Were Chickens</u></p> <p>Poster board or butcher paper</p> <p>Markers or crayons</p> <p>Quote by Frank Outlaw (can be given to students or displayed as a poster)</p> <p>SMART Board, or other visual display for assessment activity</p> <p>Toothpaste</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation.</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p>
	<p>Goal 4: make decisions and act as responsible members of society</p>

**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	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will illustrate what a feeling looks like.

**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.**

The student will contribute to a group project to create a mural, illustrating what a feeling looks like and present the finished project to the class.

**Lesson Preparation**

**Essential Questions:** Why is having a positive self-concept important to a person’s development?

**Engagement (Hook):** On a blank transparency, draw stripes. Ask a student to come to the overhead and spread toothpaste along the stripes. Then ask the student to return the toothpaste to the tube. The student will find the task impossible. Ask the class to respond to the following statement and questions.

“As you see, once you spread the toothpaste, it is impossible to put it back. Likewise, once you spread gossip or speak poorly of a person, it cannot be taken back. This is especially true with posting rumors or negative comments about others on the internet (i.e. cyber-bullying, sexting, etc...). Even if you say you are sorry, can you truly mend the damage that has been done?”

**Procedures**

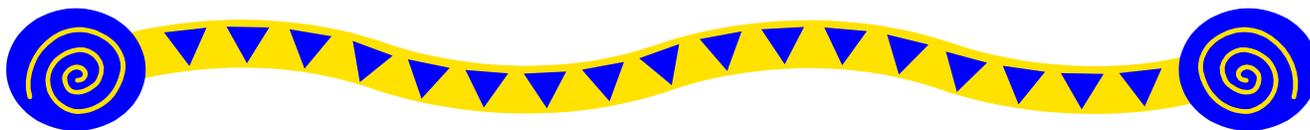
<b>Instructor Procedures/Instructional Strategies::</b>	<b>Student Involvement/Instructional Activities:</b>
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<ol style="list-style-type: none"> <li>1. “What do you think you need to do to respect other people’s integrity? “I am going to read the following book about different ways to view things (give title), and I want you to listen for the words that relate to feelings and how someone looks at themselves. Also, think about others in the story. How are they viewing the same situation?” The counselor will read the story of choice.</li> <li>2. Discuss details from the story. The counselor can help students see the relationship between feelings, objects, and color as in the case of the story <u>Hailstones and Halibut Bones</u>. Other types of relationships between perceptions and feelings can be drawn from the other stories. The counselor will rely on students’ inferences to fill in the areas.</li> <li>3. Divide students into task groups, taking care to allow for a variety of student needs and strengths. The counselor will provide the following instructions: “Use the paper and markers to give us a picture of what a feeling word looks like. Try to be as creative as possible to make the word come alive. Pretend that you don’t know how to read. How would you get the feeling across?” Allow 10 to 15 minutes.</li> <li>4. Assemble all groups’ pictures into a mural. Ask classmates if they think the picture reflects the message that the group intended.</li> <li>5. Introduce the quote by Frank Outlaw (see handout). Have the students get back in their groups to discuss the quote and what they think the author is saying or facilitate discussion of the quote with the entire classroom and the author’s intent behind the quote.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will listen and take notes if needed.</li> <li>2. Students will provide information from their understanding of the story.</li> <li>3. Students will work cooperatively to design a product to which each will contribute.</li> <li>4. Groups will present their pictures and explain their intended message. Students will answer any questions from the class.</li> <li>5. Students will work either in discussion groups or as part of a classroom discussion.</li> </ol>
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**Teacher Follow-Up Activities**

The counselor can work with the teacher to display the poster and/or reinforce the concepts of the quote. The teacher can also work with students whose words reflect less than a positive self-concept.

**Counselor reflection notes (completed after the lesson)**



**WATCH YOUR THOUGHTS; THEY  
BECOME YOUR WORDS.  
WATCH YOUR WORDS; THEY BECOME  
YOUR ACTIONS.  
WATCH YOUR ACTIONS; THEY BECOME  
YOUR HABITS.  
WATCH YOUR HABITS; THEY BECOME  
YOUR CHARACTER.  
WATCH YOUR CHARACTER, FOR IT  
WILL BECOME YOUR DESTINY.**

**--FRANK OUTLAW**

