### Unit #1 Title: Who Am I And How Do I Fit Into The World?  
**Grade Level:** 9-12

**Number of Lessons in Unit:** 4

**Time Required for each lesson:** 50 minutes

**Best time of year to implement this Unit:** Beginning of the academic year.

**Lesson Titles:**

- **9th Grade Lesson # 1: Juggling New Opportunities**  
  Materials/Special Preparations Required:  
  - Tennis Balls for Juggling or Three Stacks of Paper Stacks  
  - Fan  
  - Self-Concept Checklist  
  - Improving Your Self-Concept worksheet  
  - School Club/Organization List – School generated  
  - Roles: How Do They Impact Me and for What Am I Responsible worksheet  
  - Chart paper sticky notes

- **10th Grade Lesson # 2: Positive Self Talk**  
  Materials/Special Preparations Required:  
  - Mirror  
  - Looking at Me in my Family, School and Community worksheet

- **11th Grade: Lesson # 3: Assessing Self-Concept**  
  Materials/Special Preparations Required:  
  - Scale  
  - Weights  
  - My Self Concept Report Card

- **12th Grade: Lesson #4: My Action Plan**  
  Materials/Special Preparations Required:  
  - Action Plan For Maintaining Who I Am

**Missouri Comprehensive School Counseling Big Idea:**

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

**Grade Level Expectations (GLEs):**

- **SE.1.A.09:** Develop skills needed to maintain a positive self-concept. (DOK Level -2)
- **SE.1.B.09:** Recognize increased roles and responsibilities of the individual within the family, school, and local community. (DOK Level - 2)
- **SE.1.C.09:** Identify activities the individual might participate in to become a contributing member of a school community. (DOK Level -3)
- **SE.1.A.10:** Implement skills necessary to exhibit and maintain a positive self-concept. (DOK Level -3)
SE.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. (DOK Level - 3)

SE.1.C.10: Identify and participate in activities that help the individual student become a contributing member of a global community. (DOK Level - 3)

SE.1.A.11: Practice and modify the skills necessary to exhibit and maintain a positive self-concept. (DOK Level - 3)

SE.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles. (DOK Level - 3)

SE.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community. (DOK Level - 3)

SE.1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. (DOK Level - 4)

SE.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles. (DOK Level - 4)

SE.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community. (DOK Level - 4)

American School Counselor Association (ASCA) Mindsets & Behaviors:
Social/Emotional Development

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

<table>
<thead>
<tr>
<th>Goal 1: Gather, analyze and apply information and ideas</th>
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<tr>
<td>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</td>
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<td>Goal 2: Communicate effectively within and beyond the classroom</td>
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<td>3. Exchange information, questions and ideas while recognizing the perspectives of others.</td>
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<td>Goal 3: Recognize and solve problems</td>
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<td>1. Identify problems and define their scope and elements.</td>
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<td>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</td>
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<td>8. Assess costs, benefits and other consequences of proposed solutions.</td>
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<td>Goal 4: Make decisions and act as responsible members of society</td>
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<td>3. Analyze the duties and responsibilities of individuals in societies.</td>
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<td>6. Identify tasks that require a coordinated effort and work with others to complete those tasks.</td>
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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 | 6. Relationships of the individual and groups to institutions and cultural traditions
X Social Studies | ---
Science | ---
Unit Essential Questions:
Who are you? And what makes a person fit into his or her world?

Unit Measurable Learning Objectives:
The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.
The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.
The student will identify at least two ways to improve or maintain his/her self-concept.
The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.

Unit Instructional Strategies/Instructional Activities:
- X Direct (Compare and Contrast)
- X Indirect (Problem Solving; Case Study; Reflective Discussion, Writing to Inform)
- X Experiential (Simulation; Surveys)
- X Independent Study (Learning Contracts)
- X Interactive Instruction (Brainstorming; Discussion)

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 gain insight into their self-concepts by completing surveys and worksheets in order to complete an “Action Plan for Maintaining Who I Am” worksheet.

Brief Summary of Unit:
The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of their individual roles for family, school, work and community
Skills to maintain and improve their self-concept
Recognition of personal ways for the individual to contribute as a member of their community