

Unit 1 Title: Who Am I and How Do I Fit Into the World?

Lesson Title: Juggling New Opportunities

Lesson 1 of 4

Grade Level: 9

Length of Lesson: 50 minutes

Options: Classroom visits
Freshman Orientation
Small Groups

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.09 Develop skills needed to maintain a positive self-concept.
- SE.1.B.09 Recognize increased roles and responsibilities of the individual student within the family, school, and local community.
- SE.1.C.09 Identify activities the individual student might participate in to become a contributing member of a school community.

American School Counselor Association (ASCA) Mindsets & Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

Tennis Balls (for juggling) or three stacks of paper
Fan
Chart paper and sticky notes
Self-Concept Checklist worksheet
Improving Your Self-Concept worksheet
School Club/Organization List (each school will be required to develop its own list, please include Sponsors, requirements, and a brief description)
Roles: How Do They Impact Me and What Am I Responsible For? worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
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 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.

	8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will determine: at least five characteristics of their self-concept identifying if each are 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.

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.
The student will complete and discuss the *Self-Concept Checklist*, the *Improving Your Self-Concept*, and the Roles: *How Do They Impact Me* and for *What Am I Responsible* worksheets.

Lesson Preparation

Essential Questions:
Why is it important for teenagers to have a positive self-concept?
Why is it important for you to balance your personal, academic, and work roles?
How do people make the world a better place?

Engagement (Hook):

Begin an in-depth discussion by juggling 3 tennis balls. Explain that each ball represents a specific area of their life (i.e. Social/Emotional, academic, and career).

Begin juggling the balls and explain to the students that sometimes all three areas of their lives operate smoothly.

Drop one of the balls and explain to the students that sometimes one area of their lives may seem to be out of control or going poorly, but the other two areas can still be okay. Continue to juggle the other two balls.

Drop another ball and explain to the students that sometimes two areas of their lives may seem to be out of control or going poorly, but there is still one area that they can concentrate on that is going okay. Continue to toss one ball.

Drop the last ball and explain to the students that sometimes all areas of their lives may seem to be out of control or going poorly.

A variation of this activity is using paper, which is neatly organized into three stacks. Explain to the students that sometimes all three stacks are perfectly aligned and all three areas of their lives operate smoothly.

Blow/throw one of the stacks into the air and explain to the students that sometimes one area of their life may seem to be out of control or going poorly, but the other two can still be going okay. Point to the other two neatly stacked piles of paper.

Blow/throw another one of the stacks into the air and explain to the students that sometimes two areas of their lives may seem to be out of control or going poorly, but there is still one area that they can concentrate on that is going well. Point to the last neatly stacked pile of paper.

Blow/throw the last stack of paper into the air and explain to the students that sometimes all areas of their life may seem to be out of control or going poorly.

Use either hook to lead into explaining to the students that high school is a place where all areas will need to be juggled in order to have the best experience possible. Work with them as large groups, small groups or individuals to give them skills, ideas or opportunities to juggle all three areas successfully.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. On chart paper, draw two outlines of a human body. Label one positive and one negative. Give students sticky notes. Have students write positive and negative characteristics/attributes about themselves on the sticky notes and stick on the appropriate chart paper. Discuss. 2. Handout the “Self-concept Checklist” worksheet. One area that will be impacted entering high school is your self-concept. Meeting new friends, experiencing peer pressure, trying to “fit in” are all issues 9th graders may go through. Explain that the self-concept checklist will help increase their self-concept. Allow students time to complete the checklist. Discuss responses and or collect them after the class period for formative evaluation. 3. After discussing possible responses, explain to the students that there are ways to improve their self-concept as well as maintain it. Allow them time to complete the “Improving Your Self-Concept” worksheet. Discuss and or collect for formative evaluation. 4. Ask students what they are most looking forward to doing in high school. Discuss responses. Ask students if they are aware of all the opportunities available to them in their new school community. Direct students to the “Clubs/Organization List”. Let them know about all the different opportunities they have to be involved. Discuss the benefits of more friends (new friends), sense of belonging, school pride, learning new things, taking risks, organizing time and responsibilities and increased positive self-concept. Ask students to check or circle clubs they may 	<ol style="list-style-type: none"> 1. Students write characteristics on the sticky notes and place on the appropriate human body outline. 2. Students complete the self-concept checklist. Discuss what indicates positive or negative self-concepts. 3. Students will complete the “Improving Your Self-Concept” worksheet. Discuss ways for developing or maintaining a positive self-concept. 4. Students respond to questions. Discuss benefits to joining clubs. Checkmark or circle clubs they may be interested in joining.

<p>be interested in learning more information about or joining.</p> <p>5. Discuss students' thoughts after computing worksheets to help understand that all students have strengths and weaknesses. Pass out Roles: <i>How do They Impact Me and for What Am I Responsible</i> worksheet.</p>	<p>5. Students will discuss strengths and weaknesses they have and how these are important to understand, not only about themselves, but also about others. Students will identify how each role has shaped their self-concepts and list at least one responsibility they have in each role.</p>
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Teacher Follow-Up Activities

Teachers could identify students that are still projecting a negative self-concept and refer them to the counselor.
Communication Arts teachers could assign a paper/essay pertaining to the roles and responsibilities that students have in their lives.

Counselor reflection notes (completed after the lesson)

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JUGGLING NEW OPPORTUNITIES HANDOUTS

Name: _____

Date: _____

SELF-CONCEPT CHECKLIST

Having and maintaining a positive self-concept is a life long skill. Individuals with negative self-concepts may get involved with unhealthy life choices such as vandalism, substance abuse, or other criminal activity.

Below is a list of statements. If the statement describes a positive self-concept characteristic, place a checkmark in the column entitled POSITIVE. If the statement describes a negative self-concept characteristic, place a checkmark in the column titled NEGATIVE.

If you believe the statement describes your own self-concept, place a checkmark in the column titled ME.

STATEMENT	POSITIVE	NEGATIVE	ME
Fear change or trying new things			
Takes responsibility for ones own actions and mistakes			
Able to take charge and show leadership when necessary			
Awareness and acceptance of one's own strengths and weaknesses			
Unable to show leadership			
Tends to follow others			
When victimized remains a victim and does not overcome the situation			
Accepts change			
Eager to try new things			
Has self-respect and self-confidence			
Always criticizes self			
Finds blame in others			
Depends upon approval from self and not others			
Tends to see negatives in people and situations			

Question:

Do you have more check marks in the positive or negative self-concept categories?

Name: _____ Date: _____

IMPROVING YOUR SELF-CONCEPT

Below are suggestions to improve your self-concept. For each suggestion, there is a short exercise for you to complete. Complete the exercise in the space provided.

You can improve your self-concept by....

Recognizing what you do well. Write down five things you do well.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Setting realistic and attainable goals, list three of your goals.

- 1. _____
- 2. _____
- 3. _____

Building a support network of good friends who are a positive influence in your life, list the first names of your closest friends who positively influence your life.

Realizing the positive contributions you make to your family, school and community. Write a sentence describing the contributions you make in the following areas.

FAMILY: _____

SCHOOL: _____

COMMUNITY: _____

Name: _____ Date: _____

ROLES:
HOW DO THEY IMPACT ME AND WHAT AM I RESPONSIBLE FOR?

Much of self-concept (who we are) is shaped by the roles we play. Below are three major roles that many of us perform in our lives.

Explain how each role has helped shaped you into the person you are today. After that has been completed, please identify a minimum of one responsibility you have in each role.

FAMILY MEMBER:

How has it shaped me? _____

My responsibilities to my family are _____

SCHOOL MEMBER:

How has it shaped me? _____

My responsibilities to school are _____

COMMUNITY MEMBER:

How has it shaped me? _____

My responsibilities to my community are _____
