

Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index

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

Grade	Unit Title	# of Lessons and Lesson Titles	SE 1 Lesson GLEs
K	The Many Faces of Me	1. Happy, Sad, Scared and Mad: All Belong To Me	SE.1.A.0K Identify basic feelings.
		2. How I Act Is Who I Am	SE.1.B.0K Identify personal roles in the family. SE.1.C.0K Identify character traits needed for different situations.
1 st	A Newer, BETTER, Older Me	1. I'm Just a Bag of Feelings	SE.1.A.01 Identify a variety of feelings.
		2. Character Clovers	SE.1.B.01 Identify personal roles in the school. SE.1.C.01 Recognizing personal character traits.
2 nd	ME Revisited	1. Goldilocks Revisited	SE.1.A.02 Express a variety of feelings. SE.1.C.02 Compare and contrast character traits needed for different situations.
		2. The Many Roles I Play in My Community	SE.1.B.02 Identify personal roles in the community.
3 rd	Who Am I	1. An Apple a Day	SE.1.C.03 Identify the personal characteristics needed to contribute to the classroom.
		2. What Color is Your Apple?	SE.1.A.03 Identify positive characteristics and areas for personal growth.
		3. Fly Your Kite	SE.1.B.03 Reflect on personal roles at home and at school and identify responsibilities.
4 th	How Do I Fit In?	1. Think Positive!	SE.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings.
		2. I'm a Star!	SE.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member.
		3. I'm Thumbbody!	SE.1.C.04: Identify the personal characteristics that contribute to the school community.

Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index

Grade	Unit Title	# of Lessons and Lesson Titles	SE 1 Lesson GLEs
5 th	I Understand Me	1. Finding the Positive	SE.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept. SE.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.
		2. Keep Finding the Positive	SE.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept. SE.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.
		3. Are You Balanced?	SE.1.B.05: Develop strategies to balance family, school, and community roles.
6 th	TEAMS: Together Everyone Assures My Success	1. Getting Caught in the Web	SE.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities. SE.1.C.06: Demonstrate skills needed to participate in team building.
		2. So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together?	SE.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities. SE.1.C.06: Demonstrate skills needed to participate in team building.
		3. What Is Important to Me?	SE.1.A.06: Identify individual strengths and areas for personal growth and good citizenship.

Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index

7 th	The Balancing Act	1. Survivors	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.
		2. The Quest of Magic Minutes	SE.1.B.07: Apply personal planning strategies to balance individual, family, and school responsibilities. SE.1.C.07: Identify and practice ways to be a contributing group member.
8 th	Color Your World	1. Color Your Destiny	SE.1.A.08: Identify thoughts and feelings and how they relate to self-concept.
		2. Color Your Community	SE.1.B.08: Recognize the different roles and responsibilities people play in the family, school, or community, and how those roles and responsibilities are interrelated. SE.1C.08: Recognize personal ways for the individual to contribute as a member of the school and community.

Missouri Comprehensive Guidance and Counseling Social/Emotional Development Curriculum Index

9-12 th	Who Am I And How Do I Fit Into The World	1. Juggling New Opportunities	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.
		2. Positive Self Talk	SE.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. SE.1.B.10: Prioritize roles and responsibilities and implement strategies in order to balance family, school, work and local communities. SE.1.C.10: Identify and participate in activities that help the individual student become a contributing member of a global community.
		3. Assessing Self-Concept	SE.1.A.11: Practice and modify the skills necessary to exhibit and maintain a positive self-concept. SE.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles. SE.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.
		4. My Action Plan	SE.1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. SE.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles. SE.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.

Unit #1 Title: The Many Faces of Me	Grade Level: K
Number of Lessons in Unit: 2	
Time Required for each lesson: 20-30 minutes	
Best time of year to implement this Unit: Anytime (May be used to start off the year, or throughout the year as a refresher)	
Lesson Titles:	
Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me	
Materials/Special Preparations Required	
Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)	
Construction or card stock paper	
Markers	
Worksheet: <i>Feelings</i> worksheet (attached)	
Lesson 2: How I Act Is Who I Am	
Materials/Special Preparations Required	
2 puppets	
Posters of the words “Caring” “Responsible” “Respectful” “Cooperative”	
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.0K Identify basic feelings. (DOK Level - 1)	
SE.1.B.0K Identify personal roles in the family. (DOK Level - 1)	
SE.1.C.0K Identify character traits needed for different situations. (DOK Level - 1)	
American School Counselor Association (ASCA) Mindsets and Behaviors:	
Social/Emotional Development	

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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	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	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What are feelings?
 Why is it important to understand/recognize different feelings?
 How do I learn how to act in different situations?

Unit Measurable Learning Objectives:

The student will identify and draw the four basic feelings.
 The student will identify four character traits needed for different situations.

Unit Instructional Strategies/Instructional Activities:

Direct (Didactic Questions; Demonstrations; Guided & Shared – reading, listening, viewing, thinking)
 Indirect (Concept Formation)
 Experiential (Role-Playing)
 Independent Study
 Interactive Instruction (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 discuss/respond to how they feel when they exhibit various character traits in the roles that they have in their families.

Brief Summary of Unit:

Lesson one provides students with an introduction to the four basic feelings of happy, sad, mad and scared. The lesson concludes with them completing a *Feelings* worksheet.

Lesson two, through a discussion with two puppets, allows students to identify the roles they play in the families and the accompanying character traits that assist in them playing these roles.

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

Familiarity with basic feelings.

<p>Unit #1 Title: The Many Faces of Me</p> <p>Lesson Title: Happy, Sad, Scared and Mad: All Belong To Me Lesson 1 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 20-30 minutes</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 Expectation (GLE): SE.1.A.0K Identify basic feelings.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)</p> <p>Construction or card stock paper</p> <p>Markers</p> <p>Worksheet: <i>Feelings</i> worksheet (attached)</p>
--

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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and draw the four basic feelings.

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.

Students will draw the four basic feelings.

Lesson Preparation

Essential Questions:

What are feelings?

Why is it important to understand feelings?

Engagement (Hook):

Counselor explains that the class will be discussing feelings. There are 4 cards on the floor.

With each card held up, the students will identify the feelings and demonstrate what that feeling looks like. Counselor participates with the group.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor tells students that today they will be talking about feelings. Each of the cards on the floor has one of the four feelings being talked about today.	1. Students are sitting in a circle on the floor.
2. Counselor randomly chooses a card, and shows it to the group. "Tell me the feeling that is on the card. Now, show me how your face would look if you were feeling this way."	2. Students respond accordingly.
3. "What are some reasons that you might feel this way?"	3. Students give examples.
4. "What are some different ways that a person might show this feeling?" (Counselor should focus discussion on appropriate ways of expressing the feelings.)	4. Students give examples.
5. Repeat steps 2-4 for each feeling.	5. Allow every student a chance to respond.

<p>6. “Why is it important for us to express our feelings?”</p> <p>7. Students will complete the <i>Feelings</i> worksheet. Counselor may need to lead the students in completion of the worksheet.</p>	<p>6. Students respond.</p> <p>7. Students draw their responses.</p>
---	--

Teacher Follow-Up Activities

The classroom teacher would compliment appropriate expression of feelings, and redirect any inappropriate expressions. The teacher and counselor would collaborate/consult on students having difficulties in any area.

Counselor reflection notes (completed after the lesson)

FEELINGS

<p>Happy</p>	<p>Sad</p>
<p>Mad</p>	<p>Scared</p>

<p>Unit #1 Title: The Many Faces Of Me</p> <p>Lesson Title: How I Act Is Who I Am Lesson 2 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 20-30 minutes</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.B.0K Identify personal roles in the family. SE.1.C.0K Identify character traits needed for different situations.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>2 puppets Posters of the words “Caring” “Responsible” “Respectful” “Cooperative”</p>

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	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	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

Perseverance		Integrity		Problem Solving
--------------	--	-----------	--	-----------------

	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify four character traits needed for different situations.

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.
 Students will share information about the roles they play in their families, and the accompanying character traits.

Lesson Preparation

Essential Questions:
 What roles do people have in families? How do people know how to act?

Engagement (Hook):
 Puppets have a discussion about the roles they play in their families. Through class discussion, counselor will continuously refer back to the roles that the puppets shared.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Puppet 1 says: “When I go home after school, I have to feed my dog.” (Helper role)</p> <p>Puppet 2: “I don’t have a dog, but I have to feed my goldfish.” (Helper role)</p> <p>2. “We would say that when they make sure that their pets are fed every day, they are being responsible. Someone tell me something that they do at home that shows they are responsible.” Counselor holds up the poster of “Responsible.”</p> <p>3. Puppet 1: “After I feed my dog, I have to play with my baby sister while my mom fixes supper.” (Son/Daughter role)</p> <p>Puppet 2: “I don’t have any brothers and sisters, but I spend time with my grandma who lives with us.” (Grandson/Granddaughter role)</p>	<p>1. Students listen.</p> <p>2. Allow 2 or 3 students to offer examples.</p> <p>3. Students listen.</p>

<p>4. “When Puppet 1 plays with his sister, and Puppet 2 spends time with grandma, they are being caring. Someone tell me something that they do at home that shows how caring they are.” Hold up poster of “Caring.”</p> <p>5. Puppet 1: “Before I go to bed, I have to pick up my toys and my sister’s toys.” (Big Brother/Sister role)</p> <p>Puppet 2: “After supper, I have to help my mom with the dishes.” (Helper role)</p> <p>Puppets: We have a lot of things to do!!</p> <p>6. “When Puppet 1 picks up his toys and helps his sister pick up her toys, and Puppet 2 helps his mom with the dishes, they are being cooperative. Someone tell me something they do at home that shows cooperation.” Hold up poster of “Cooperative.”</p> <p>7. Puppet 1 looks at counselor and says, “You know, the boys and girls have listened so well, and have given such good answers today.” Puppet 2 pipes up, “You are right! These boys and girls have shown a lot of respect!” Hold up poster of “Respectful.”</p> <p>8. Counselor: “We have talked about feelings before, and I’m wondering what kinds of feelings you have when you are respectful, cooperative, caring, and responsible. Who can give me some examples of feelings?”</p> <p>9. Counselor: “One last question: How do you think others feel when you are respectful of them, or cooperate with them, or show caring, or are responsible?”</p> <p>10. End by thanking them for being such a caring, respectful, cooperative and</p>	<p>4. Allow 2 or 3 students to offer examples.</p> <p>5. Students listen.</p> <p>6. Allow 2 or 3 students to offer examples.</p> <p>7. Students listen.</p> <p>8. Allow several students to offer appropriate feelings (i.e. happy, glad, excited, proud, etc.).</p> <p>9. Allow several students to offer their thoughts.</p> <p>10. Students pat themselves on back.</p>
---	--

responsible class. Everyone give him/herself a pat on the back.	
---	--

Teacher Follow-Up Activities

Teacher can catch students demonstrating these character traits, complimenting them for this behavior. Teacher can redirect those having difficulty exhibiting the traits, conferring with counselor as necessary.
--

Counselor reflection notes (completed after the lesson)

--

RESPONSIBLE



CARING



COOPERATIVE



RESPECTFUL



COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: The Many Faces of Me</p> <p>Lesson one provides students with an introduction to the four basic feelings of happy, sad, mad and scared. The lesson concludes with them completing a Feelings Worksheet.</p> <p>Lesson two, through a discussion with 2 puppets, allows students to identify the roles they play in the families and the accompanying character traits that assist in them playing these roles.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 20 – 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What are feelings? 2. Why is it important to understand/recognize different feelings? 3. How do I learn how to act in different situations? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify and draw the four basic feelings.		SE.1.A.0K Identify basic feelings.		RF.K.2 RF.K.3 W.K.8 SL.K.1	SE	Level 1
		SE.1.B.0K Identify personal roles in the family.		SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6		Level 1
		SE.1.C.0K Identify character traits needed for different situations.		L.K.1 L.K.4 L.K.5 L.K.6		Level 1
2. The student will identify four character traits needed for different situations.		SE.1.A.0K		RF.K.2	SE	Level 1
		SE.1.B.0K		RF.K.3		Level 1
		SE.1.C.0K		W.K.8		Level 1

				SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6	
ASSESSMENT DESCRIPTIONS*: Students will discuss/respond to how they feel when they exhibit various character traits in the roles that they have in their families.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me Lesson 2: How I Act Is Who I Am				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me Lesson 2: How I Act Is Who I Am				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input checked="" type="checkbox"/> Didactic Questions Ls. 1, 2 <input checked="" type="checkbox"/> Demonstrations Ls. 2 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation Ls. 1 <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 1 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 2 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving

				<input type="checkbox"/> Research Projects	<input type="checkbox"/> Structured Controversy
				<input type="checkbox"/> Assigned Questions	<input type="checkbox"/> Tutorial Groups
				<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Interviewing
					<input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit #1 Title: A Newer, BETTER, Older Me	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 20-30 minutes	
Best time of year to implement this Unit: March	
Lesson Titles:	
Lesson 1: I'm Just a Bag of Feelings	
Materials/Special Preparations Required	
A fancy bag (may be paper or material—just decorated)	
10 Note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)	
<i>Feelings Thermometer</i> worksheet (attached)	
Stickers	
Lesson 2: Character Clovers	
Materials/Special Preparations Required	
<i>Clover Pattern</i> worksheet – have copies cut from green construction paper for each student.	
Crayons and or markers	
Chart paper, whiteboard, SMART Board, etc.	
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.01 Identify a variety of feelings. (DOK Level - 1)	
SE.1.B.01 Identify personal roles in the school. (DOK Level - 1)	
SE.1.C.01 Recognizing personal character traits. (DOK Level - 1)	
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

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 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	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	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

How can exploring our feelings help us?
 Why do people have different feelings?
 Why is it important to understand feelings?

Unit Measurable Learning Objectives:

The student will identify feelings based on real life situations.
 The student will identify three personal roles in school.
 The student will recognize three personal character traits.

Unit Instructional Strategies/Instructional Activities:

Direct (Explicit Teaching; Guided & Shared – reading, listening, viewing, thinking)
 Indirect
 Experiential (Games)
 Independent Study (Learning Activity Packages)
 Interactive Instruction (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 identify the feelings, the personal roles, and characteristics that they have in school.

Brief Summary of Unit:

In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet.
 In lesson two, students identify personal school roles and accompanying character traits. Students then create character clovers.

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

Basic understanding of feelings, roles, and character traits.

<p>Unit #1Title: A Newer, BETTER, Older Me</p> <p>Lesson Title: I'm Just a Bag of Feelings Lesson 1 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 20-30 minutes</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 Expectation (GLE): SE.1.A.01 Identify a variety of feelings.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

A fancy bag (may be paper or material—just decorated)
 10 note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)
Feelings Thermometer worksheet (attached)
 Stickers

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 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	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	
	Health/Physical Education	

	Fine Arts	
--	-----------	--

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify at least eight feelings on the *Feelings Thermometer* worksheet.

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.
 Students will complete a *Feelings Thermometer* worksheet.

Lesson Preparation

Essential Questions:
 Why do I need to know about different kinds of feelings?

Engagement (Hook): The counselor comes into the classroom, holding the fancy feelings bag. Counselor shakes the bag mysteriously, asking the students to guess what’s in the bag. Students offer guesses. Counselor tells group that this is a special bag that contains many different feelings. There are as many different feelings as there are different people, and all feelings are okay.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor explains that 10 students will have a chance to pull a feeling from the fancy bag. The student is to act out the feeling on the card. The class will have three tries to guess the feeling being acted out. After each role-play, counselor asks students for suggestions of when people might feel that way. Explain that every person has many different feelings, and not all people will feel the same way in the same situations. This is okay because our feelings are our own...which makes them all ok. Counselor explains the <i>Feelings Thermometer</i> worksheet. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students listen to the directions. Chosen students will pull a feeling from the bag, and act it out. Counselor should help students having difficulty reading card and/or thinking of acting ideas. Students guess the feeling. Students offer examples. Students listen. Students work on the assignment.
--	---

<p>5. Students are directed to hold up their thermometers and look around to notice that responses may vary.</p> <p>6. Counselor should collect these to look for any unusual patterns.</p>	<p>5. Students hold up their Feelings Thermometers and look around at other's worksheets.</p> <p>6. Students hand in their worksheets.</p>
---	--

Teacher Follow-Up Activities

Teacher should consult with counselor as necessary if particular students are having difficulty with feelings displayed in the classroom.

Counselor reflection notes (completed after the lesson)

Feelings Thermometer

Mark each column to indicate your feelings about each statement

			How I feel playing with my friends
			How I feel when I lose a game
			How I feel working by myself
			How I feel when someone says something mean to me
			How I feel when I finish my work
			How I feel when someone sits next to me
			How I feel when I have to do my chores
			How I feel when I am at home

Unit #1 Title: A Newer, BETTER, Older Me	
Lesson Title: Character Clovers	Lesson 2 of 2
Grade Level: 1	
Length of Lesson: 20-30 minutes	
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.B.01 Identify personal roles in the school.	
SE.1.C.01 Recognizing personal character traits.	
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Clover Pattern–copies cut from green construction paper for each student. Crayons and/or markers Chart paper, whiteboard, SMART Board, etc.

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 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	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	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify four roles they have at school and a corresponding character trait for each role.

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.
 Students will create character clovers.

Lesson Preparation

Essential Questions:

What roles do people have at school?
 How do people know how to act in different roles?

Engagement (Hook):

Counselor tells the student that today students will be creating character clovers. In order to help the students create character clovers, counselor will begin with a brainstorming session.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor tells the students that today they will be talking about the roles that students have in school and the traits that accompany those roles. 2. Counselor asks the students, “What roles do you have here at school?” As the student respond, counselor records the answers. 3. Counselor says, “With each role that we have, we also have certain traits that we exhibit in those roles. For instance, as a counselor, I am caring, I am a good listener, I am friendly, I am responsible, etc. What traits do you exhibit in your school roles?” Counselor records answers as done earlier. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen. 2. Students respond (learner, friend, classmate, helper, line leader, etc.) 3. Students respond
--	---

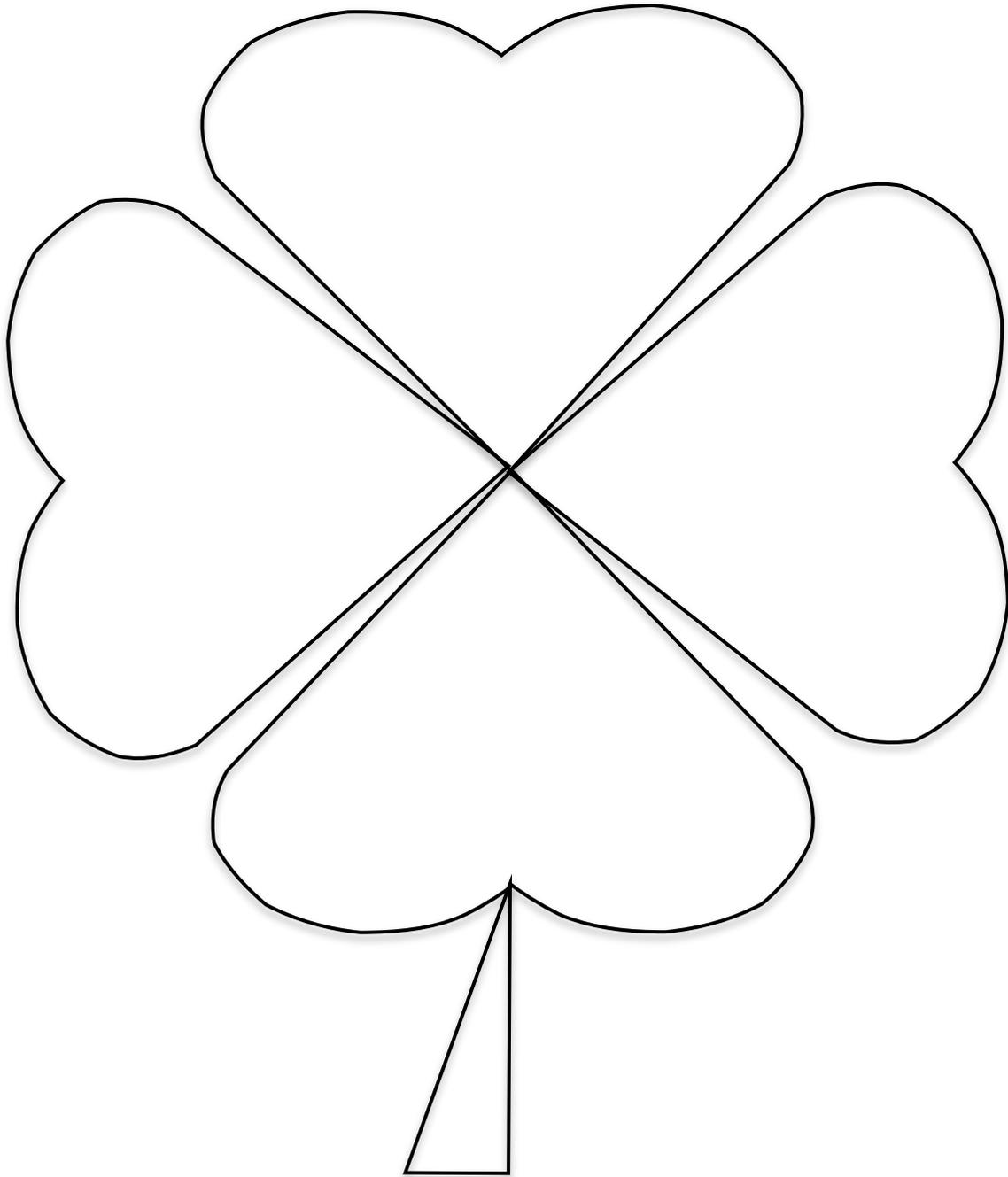
<p>4. Counselor explains that each student will be creating a character clover. On one side of the clover, students will list their school roles (one role on each of the leaves). On the back, the students will identify the trait that they use the most in that role and write it on the corresponding leaf.</p> <p>5. Have students share their favorite leaf of the clover and tell how they feel about having that personal characteristic.</p>	<p>4. Students create character clovers.</p> <p>5. Students share character clovers.</p>
--	--

Teacher Follow-Up Activities

Teacher may display the character clovers by punching a hole in the top and stringing them in the classroom. Teacher may refer to the clovers to reinforce positive behaviors.

Counselor reflection notes (completed after the lesson)

Clover Pattern



Social/Emotional Development

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: A Newer, BETTER, Older Me In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet. In lesson two, students identify personal school roles and accompanying character traits. Students will then create character clovers.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 20 – 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. How can exploring our feelings help us? 2. Why do people have different feelings? 3. Why is it important to understand feelings?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify feelings based on real life situations.		SE.1.A.01 Identify a variety of feelings.		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2	SE	Level 1
		SE.1.B.01 Identify personal roles in the school.		SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.4		Level 1
		SE.1.C.01 Recognizing personal character traits.		L.1.5 L.1.6		Level 1
2. The student will identify three personal roles in school.		SE.1.A.01 SE.1.B.01 SE.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6	SE	Level 1 Level 1 Level 1

				L.1.1 L.1.2 L.1.4 L.1.5 L.1.6		
3. The student will recognize three personal character traits.		SE.1.A.01 SE.1.B.01 SE.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.2 L.1.4 L.1.5 L.1.6	SE	Level 1 Level 1 Level 1
ASSESSMENT DESCRIPTIONS*: Students will identify the feelings, the personal roles, and characteristics that they have in school.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing	

	<input checked="" type="checkbox"/> Explicit Teaching Ls. 2 <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1	<input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls. 1 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls. 1, 2 <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
--	--	---	--	---	---

UNIT RESOURCES: (include internet addresses for linking)
 Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

Unit 1 Title: ME Revisited	Grade Level: 2
Number of Lessons in Unit: 2	
Time Required for each lesson: 25-35 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1 Goldilocks Revisited	
Materials/Special Preparations Required	
Copy of the story of <i>Goldilocks and the Three Bears</i> .	
Chart Paper or SMART Board	
Markers	
Lesson 2 The Many Roles I Play in My Community	
Materials/Special Preparations Required	
Chart Paper or SMART Board	
Markers/Pencils	
Community Role Web directions	
Plain paper for student webs	
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.02	Express a variety of feelings. (DOK Level - 2)
SE.1.B.02	Identify personal roles in the community. (DOK Level - 1)
SE.1.C.02	Compare and contrast character traits needed for different situations. (DOK Level - 3)
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

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 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Missouri Comprehensive School Counseling Programs: Linking School Success to Life Success
 To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	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	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What roles do you play in your community?
 How do your actions and feelings affect your roles?

Unit Measurable Learning Objectives:

The student will identify at least three feelings of the characters in the story.
 The student will identify at least three character traits of the characters in the story and label them as positive or negative.
 The student will identify at least four community roles they fulfill.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared – reading, listening, viewing, thinking)
 Indirect (Concept Mapping)
 Experiential
 Independent Study
 Interactive Instruction (Role Playing; Brainstorming; Think, Pair, Share; Cooperative Learning)

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 identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.

Brief Summary of Unit:

In lesson one, students reviewed the story of *Goldilocks and the Three Bears*. As the jury of her peers, the students work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family.
 In lesson two, students identified the personal roles that they have in their community by creating a community role web.

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

Students need a basic understanding of feelings, roles, and character traits.

Unit 1 Title: ME Revisited	
Lesson Title: Goldilocks Revisited	Lesson 1 of 2
Grade Level: 2	
Length of Lesson: 25-35 minutes	
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.02	Express a variety of feelings
SE.1.C.02	Compare and contrast character traits needed for different situations.
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

A copy of the story of <i>Goldilocks and the Three Bears</i> . Chart Paper or SMART Board Markers

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 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	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	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least three feelings of the characters in the story.
 The student will identify at least three character traits of the characters in the story and label them as positive or negative.

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.
 Each cooperative learning group will determine Goldilocks’ fate: did she consider the feelings of others and did she demonstrate positive character traits in her decisions?

Lesson Preparation

Essential Questions:
 Why do people need to know about feelings?
 How do people know how to act?

Engagement (Hook):
 Counselor enters the room and says: “Ladies and gentlemen of the jury, today I will present to you the case of Goldilocks. Your charge will be to determine the feelings of Goldilocks and her victims, the Bear Family, and to decide if she demonstrated positive character traits in the situation.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the introduction, counselor reads the story of Goldilocks or briefly summarizes the story. 2. Students are broken into groups of four. Counselor explains that each group will deliberate about Goldilocks’ fate. “Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?” 3. Instruct each group to identify the actions that Goldilocks took in the Bear Family’s home and the possible feelings that were exhibited by both Goldilocks and the Bear 	<ol style="list-style-type: none"> 1. Students listen. 2. Students move into cooperative groups. 3. Students listen to directions and work in small groups to formulate responses.

<p>Family.</p> <p>4. Counselor now needs to review the actions of Goldilocks (entering an unknown home, helping herself to food, sitting in and destroying furniture, sleeping in someone else’s bed). Counselor asks for the character traits that Goldilocks exhibited and feelings shown. Counselor records responses on the chart paper or SMART Board (titled “Goldilocks”) in a compare/contrast manner.</p> <p>5. Counselor asks the students to look back at the situations. “Identify the actions of the Bear Family and ask what feelings and character traits the Bear Family exhibited because of Goldilocks’ actions.” Counselor records on chart paper or SMART Board titled “Bear Family”.</p> <p>6. The counselor asks for suggestions of better decisions she could have made. “If Goldilocks’ decisions had been different, how would the Bear Family’s feelings be different?”</p> <p>7. In summation, the counselor explains that every individual has a variety of feelings and that every individual will use different character traits in different situations. “What is most important is that each person chooses wisely and positively, keeping in mind the impact that personal choices have on those around us?” Counselor then reviews the charge of the “jury” and has students deliberate. Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?</p>	<p>4. Students offer responses.</p> <p>5. Students offer responses.</p> <p>6. Students listen to directions; and then work in small groups to formulate responses.</p> <p>7. Students deliberate and report their decisions.</p>
--	--

Teacher Follow-Up Activities

If there is an issue that the classroom is dealing with, teacher could follow the same format as described above using “the jury of peers” to resolve the issue. During the process, teacher will emphasize the character traits and feelings of the parties involved.

Counselor reflection notes (completed after the lesson)

<p>Unit 1 Title: ME Revisited</p> <p>Lesson Title: The Many Roles I Play in My Community Lesson 2 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 25-35 minutes</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 Expectation (GLE): SE.1.B.02 Identify personal roles in the community.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>
--

Materials (include activity sheets and/ or supporting resources)

<p>Chart Paper or SMART Board</p> <p>Markers/Pencils</p> <p>Community Role Web directions</p> <p>Plain paper for student webs</p>

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 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
--	--------------	--	-----------	--	-----------------

	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least four community roles they fill.

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.
 Each student will complete a personal community role web.

Lesson Preparation

Essential Questions:
 What roles do people have in the community?

Engagement (Hook):
 Have the teacher or principal join the counselor. The counselor has a large web on chart paper or SMART Board (see directions for student web). The counselor asks the partner, what roles he/she plays in the community. Partner responds with the roles he/she has (father/mother, church member, voter, coach, farmer, Sunday School Teacher, etc.). As the teacher/principal responds, counselor records responses on the chart paper or SMART Board. (If teacher or principal is not available, then the counselor will implement the lesson independently. This will serve as a model for the activity the students will complete.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Strategies:
<ol style="list-style-type: none"> 1. Counselor explains that just as the principal/teacher has many roles outside the school walls, the students do as well. 2. Counselor breaks the students into cooperative learning groups. 3. Counselor has the students brainstorm the roles they play in their community within the cooperative learning groups. 4. Following the brainstorming, counselor distributes the blank paper. Each student is to draw and complete a personal community role web. 5. Counselor directs students to share their webs with their groups and then discuss the feelings and character traits that they 	<ol style="list-style-type: none"> 1. Students listen. 2. Students move to their groups. 3. Students brainstorm the roles they play in the community. 4. Students individually complete their community role web. 5. Students share their different roles and then discuss the feelings and character traits that they exhibit in these roles.

<p>exhibit in these roles. Counselor moves from group to group listening/coaching the sharing of the students.</p>	
--	--

Teacher Follow-Up Activities

Teacher displays student webs in the classroom.

Counselor reflection notes (completed after the lesson)

--

Directions for Creating Community Role Web

1. In the middle of the paper, draw a person.
2. Draw approximately 6 lines coming from the person in different directions.
3. At the end of each line, draw a horizontal line for written responses.

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: ME Revisited</p> <p>In lesson one, students reviewed the story of <i>Goldilocks and the Three Bears</i>. As the jury of her peers, the students will work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family.</p> <p>In lesson two, students identified the personal roles that they have in their community by creating a community role web.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 25 – 35 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. What roles do you play in your community?</p> <p>2. How do your actions and feelings affect your roles?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least three feelings of the characters in the story.		SE.1.A.02 Express a variety of feelings.		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1	SE	Level 2
		SE.1.B.02 Identify personal roles in the community.		SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3		Level 1
		SE.1.C.02 Compare and contrast character traits needed for different situations.		L.2.4 L.2.5 L.2.6		Level 3
2. The student will identify at least three character traits of the characters in the story and label them as positive or		SE.1.A.02		RL.2.3	SE	Level 2
		SE.1.B.02		RL.2.7		Level 1

negative.		SE.1.C.02		RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6		Level 3
3. The student will identify at least four community roles they fill.		SE.1.A.02 SE.1.B.02 SE.1.C.02		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	SE	Level 2 Level 1 Level 3
ASSESSMENT DESCRIPTIONS: Students identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					

1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2 <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share Ls. 2 <input checked="" type="checkbox"/> Cooperative Learning Ls. 1, 2 <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit #1 Title: Who Am I

Grade Level: 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 min.

Best time of year to implement this Unit: Autumn

Lesson Titles:

Lesson 1 An Apple a Day

Materials/Special Preparations Required

3 apples (one red, one green, and one rotten)

What Color Is Your Apple? worksheet

Poster with the outline of a tree and branches (counselor made)

Plain paper

Crayons (red, green and brown)

Lesson 2 What Color is Your Apple?

Materials/Special Preparations Required

Tree with apples from previous week.

Paper

Pencils or crayons

Dry erase board, smart board, chart paper, other

Lesson 3 Fly Your Kite

Materials/Special Preparations Required

Kite

Fly Your Kite worksheet

Go Fly Your Kite Venn Diagram worksheet

Yarn

Crayons or markers

Glue

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.03 Identify positive characteristics and areas for personal growth. (DOK Level - 1)

SE.1.B.03 Reflect on personal roles at home and at school and identify responsibilities. (DOK Level - 2)

SE.1.C.03 Identify the personal characteristics needed to contribute to the classroom. (DOK Level - 1)

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 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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 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. 7. The use of tools of social science inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why are positive character traits important?
--

Unit Measurable Learning Objectives:

<p>The student will determine positive and negative character traits from a list of fifteen character traits.</p> <p>The student will determine which of four character traits named by other students describe him/her.</p> <p>The student will identify two character traits that he/she would like to develop for personal growth.</p> <p>The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly.</p> <p>The student will list seven roles and responsibilities he/she has at home and school.</p>
--

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Demonstrations; Guided & Shared – reading, listening, viewing, thinking)
- Indirect (Reflective Discussion)
- Experiential
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Brainstorming; Peer Partner Learning; 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 complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school.

Brief Summary of Unit:

This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.

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

Understanding of the following:

Personal roles

Feelings

Responsibilities

Unit #1 Title: Who Am I?	
Lesson Title: An Apple A Day	Lesson: 1 of 3
Grade Level: 3	
Length of Lesson: 30 minutes	
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 Expectation (GLE):	
SE.1.C.03 Identify the personal characteristics needed to contribute to the classroom.	
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

3 apples: 1 red, 1 green and 1 rotten
<i>What Color Is Your Apple?</i> worksheet
Poster with the outline of a tree and branches (counselor made)
Plain paper
Crayons (red, green and brown)

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	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
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will determine positive and negative character traits from a list of fifteen character traits.

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.

Students will identify positive and negative character traits utilizing the *What Color Is Your Apple?* worksheet.

Lesson Preparation

Essential Questions:

How can you tell how someone feels about himself or herself?

Engagement (Hook): The teacher will display 3 apples—one red, one green and one with a rotten spot on it.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor displays 3 apples and asks students to describe the apples: color, texture, stages of development, and effects of rotten apple on the others. Possible responses might include a rotten apple can cause the other apples to decompose more quickly.	1. Students describe apples.
2. Counselor distributes and explains the instructions on the worksheet, explaining any terms that the students may not be familiar with.	2. Students follow instructions.
3. The counselor instructs students to cut out the apples and glue them on the community tree (if red or green) poster picture. Students are to paste brown apples on the ground of the illustration.	3. Students cut out the apples and place them on the tree poster.
4. The counselor asks students to think of	4. Students brainstorm and write down other

<p>other characteristics, which are important to a classroom community. The counselor tells students that they may make more apples if they can think of other qualities not already listed.</p> <p>5. The counselor tells students that the tree will be displayed all week and they need to be thinking of how the positive characteristics contribute to the class community.</p>	<p>positive characteristics on the blank apples. Students add these apples to the tree.</p> <p>5. Students use the completed poster as a visual reminder.</p>
--	---

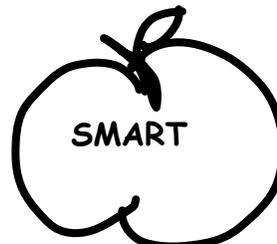
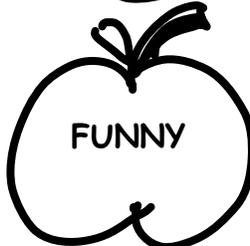
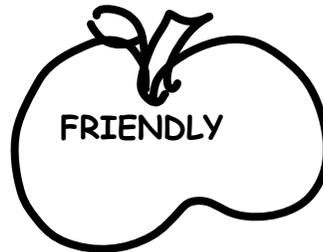
Teacher Follow-Up Activities

Classroom teacher will display the tree prominently in the classroom and refer to it frequently regarding students displaying proactive behaviors.

Counselor reflection notes (completed after the lesson)

What Color Is Your Apple?

If the apple lists a quality that is helpful in the classroom, color it red. If the apple lists a quality that the classroom needs to improve on, color it green. If the apple lists a quality that hurts the classroom community, color it brown.



Unit #1 Title: Who am I?	
Lesson Title: What Color is Your Apple?	Lesson 2 of 3
Grade Level: 3	
Length of Lesson: 30 Minutes	
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 Expectation (GLE):	
SE.1.A.03 Identify positive characteristics and areas for personal growth.	
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Tree poster with apples from previous lesson Paper Pencils or crayons Dry erase board, smart board, chart paper, other

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
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.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
---	--------------	---	-----------	---	-----------------

X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will determine which of the four character traits named by other students describe him/her.
 The student will identify two character traits that he/she would like to develop for personal growth.

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.
 Students will identify characteristics they have, and traits they would like to develop for personal growth.

Lesson Preparation

Essential Questions: How can you tell that you are maturing or growing up?

Engagement (Hook): Review the apple tree activity from previous lesson and direct students' attention to the tree poster.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Review previous lesson and the tree poster. Tell the students that today they will help their classmates discover some of the traits that we see in each other.	1. Students participate in the review of the tree poster.
2. Counselor asks students to brainstorm positive traits and behaviors, which are needed to be successful in school. These are written on dry erase board, smart board, chart paper, or other visual media to create a word bank.	2. Students contribute ideas.
3. Counselor distributes blank paper to students and explains that they are to write their names at the top and draw four large apples on their paper.	3. Students follow directions.
4. Counselor divides the class into groups of five. Students are instructed to pass their paper to the person to their left. That person is to select a trait from the word bank that describes the person and write it in one of	4. Students follow directions.

<p>the apples.</p> <p>5. Counselor tells students to pass that paper to the person to their left. Students are instructed to look at the name on the paper that they have and then select a trait from the word bank that describes the person and write it in one of the remaining blank apples.</p> <p>6. Repeat Step 5 until each student’s apple sheet has been completed. Ask students to pass the paper to the once more, which should result in students having their own paper back.</p> <p>7. Counselor tells students to look at the traits written on their paper by the group. The class discusses whether they feel the traits described them or if they were surprised by any traits.</p> <p>8. Have students write on the back of their paper some of the traits that they would like to develop for their own personal growth.</p>	<p>5. Students follow directions.</p> <p>6. Students follow directions.</p> <p>7. Students participate in the discussion.</p> <p>8. Students follow directions.</p>
--	---

Teacher Follow-Up Activities

Teacher will leave the tree up for a few weeks to remind students to practice the positive traits needed for a strong class community.

Counselor reflection notes (completed after the lesson)

<p>Unit #1 Title: Who Am I?</p> <p>Lesson Title: Fly Your Kite Lesson: 3 of 3</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</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 Expectation (GLE): SE.1.B.03 Reflect on personal roles at home and at school and identify responsibilities.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Kite <i>Fly Your Kite</i> worksheet <i>Go Fly Your Kite Venn Diagram</i> activity sheet Yarn Crayons or markers Glue</p>
--

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships and information, ideas, and structures
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
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
	Communication Arts
X	Mathematics 3. Data analysis, probability, and statistics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions (7) the use of tools of social science inquiry (surveys, statistics, maps, documents)
X	Science 3. Characteristics and interactions of living organisms

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a Venn Diagram by listing three attributes each that make home and school run smoothly.
 The student will list seven roles and responsibilities he/she has at home and school.

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.
 Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. The student will list their responsibilities and roles at home and at school.

Lesson Preparation

Essential Questions:
 How can you tell when someone is a productive community member?

Engagement (Hook):
 As students enter the classroom the counselor will display a miniature kite to catch their attention. The lesson activity will revolve around the kite theme.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Display kite and ask students what makes a kite fly. Discuss flying kites and what attributes the kite flyer needs to be successful (responsible, respectful, persistent, etc.) 2. Explain to students that the group will complete Venn Diagrams about what attributes make a home and school run smoothly. 3. Explain that students will make paper kites listing their responsibilities and roles at home and school. Distribute <i>Fly Your Kite</i> worksheet, yarn, glue, and crayons or markers. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students provide responses. 2. Work in pairs to complete the <i>Go Fly Your Kite Venn Diagram</i> worksheet 3. Complete kites writing their roles/responsibilities on the tailpieces.
--	--

<p>4. Ask students to share kites and talk about their responsibilities and roles.</p>	<p>4. Students pair and share kites talking about their favorite roles.</p>
--	---

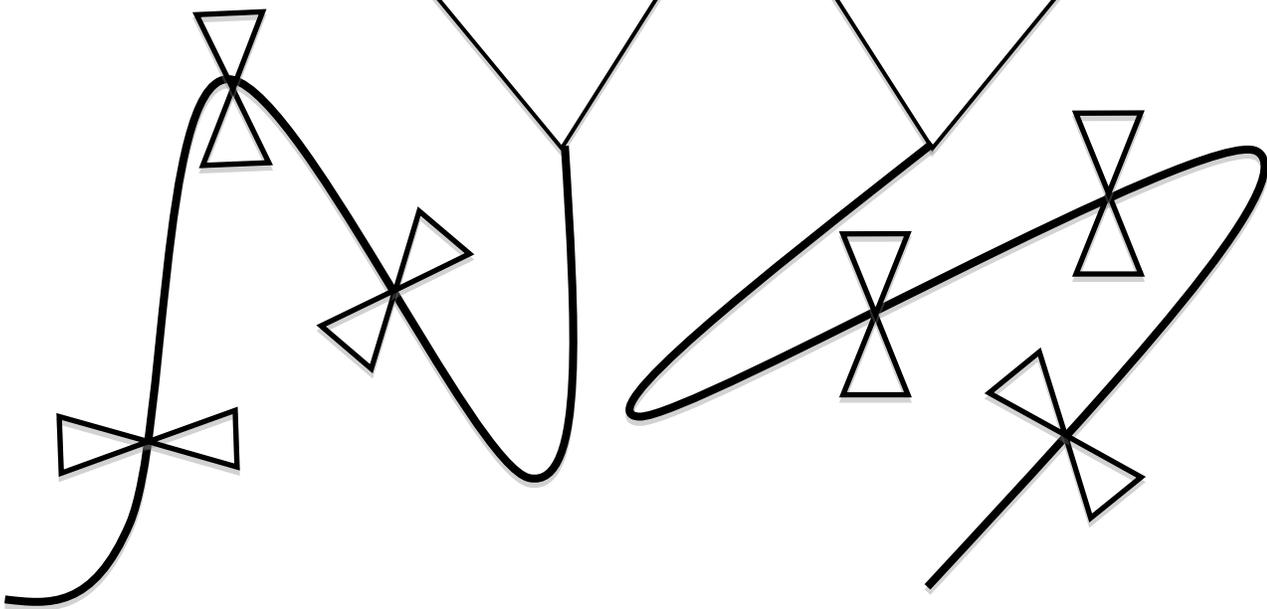
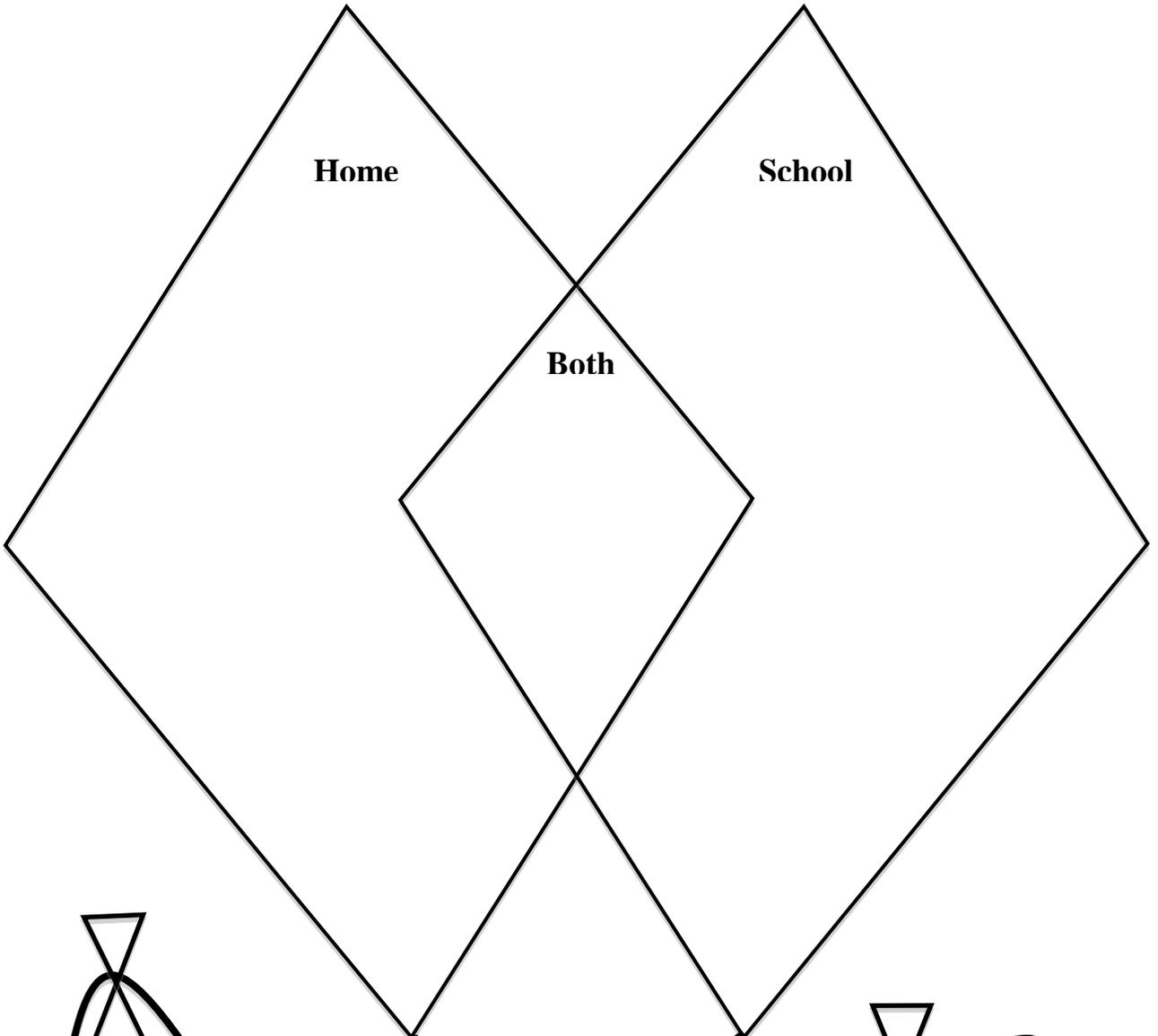
Teacher Follow-Up Activities

Display completed apple tree and kites in classroom as a visual cue to reflect on personal responsibilities.

Counselor reflection notes (completed after the lesson)

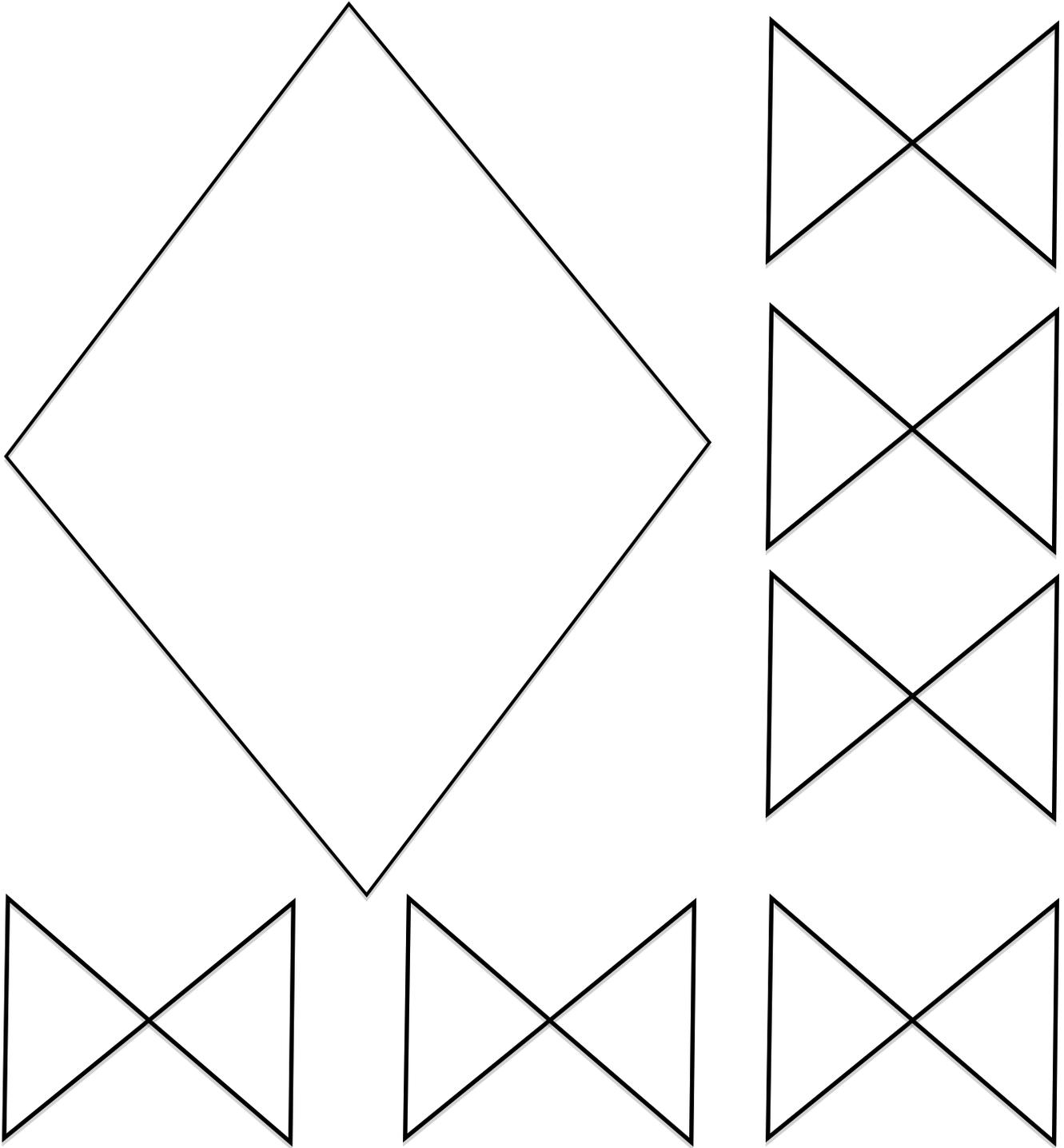
GO FLY YOUR KITE

Venn Diagram



Fly Your Kite

Write your name on the main part of the kite and write six of your roles and responsibilities at home and school on the bows. When you are finished, cut out the kite and bows. Use yarn and glue to complete your kite.



COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: Who Am I This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why are positive character traits important?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will determine positive and negative character traits from a list of fifteen character traits.		SE.1.A.03 Identify positive characteristics and areas for personal growth.		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3	SE	Level 1
		SE.1.B.03 Reflect on personal roles at home and at school and identify responsibilities.		L.3.5 L.3.6		Level 2
		SE.1.C.03 Identify the characteristics needed to contribute to the classroom.				Level 1
2. The student will determine which of four character traits named by other students describe him/her.		SE.1.A.03 SE.1.B.03 SE.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2	SE	Level 1 Level 2 Level 1

				L.3.3 L.3.5 L.3.6		
3. The student will identify two character traits that he/she would like to develop for personal growth.		SE.1.A.03 SE.1.B.03 SE.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	SE	Level 1 Level 2 Level 1
4. The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly.		SE.1.A.03 SE.1.B.03 SE.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	SE	Level 1 Level 2 Level 1
5. The student will list seven roles and responsibilities he/she has at home and school.		SE.1.A.03 SE.1.B.03 SE.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	SE	Level 1 Level 2 Level 1
ASSESSMENT DESCRIPTIONS*: Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					

1 2 3 4	See Lessons: Lesson 1 An Apple a Day Lesson 2 What Color is Your Apple? Lesson 3 Fly Your Kite				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 An Apple a Day Lesson 2 What Color is Your Apple? Lesson 3 Fly Your Kite				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls 3 <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations Ls 1 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 2,3	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 2 <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls 1,3 <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 1 <input checked="" type="checkbox"/> Peer Partner Learning Ls 2,3 <input checked="" type="checkbox"/> Discussion Ls 1 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit #1 Title: How Do I Fit In?

Grade Level: 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime of the year, could be used in small groups.

Lesson Titles:

Lesson 1: Think Positive!

Materials/Special Preparations Required

Skit Tickets worksheet

Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Lesson 2: I'm A Star!

Materials/Special Preparations Required

Dice, One (1) per group

Pencils

I'm a Star Community Member worksheets for each student

Lesson 3: I'm Thumbbody!

Materials/Special Preparations Required

Pencils

Baby wipes

I'm Thumbbody worksheets for each student

Picture of a detective

Stamp pad, washable ink, or paint

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.04: Recognize positive self-talk and communicate personal thoughts and feelings. (DOK Level - 1)

SE.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member. (DOK Level - 2)

SE.1.C.04: Identify the personal characteristics that contribute to the school community. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Social/Emotional Development

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 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	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why are positive thoughts important?

Unit Measurable Learning Objectives:

<p>The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.</p> <p>The student will give at least two verbal responses regarding ways to be a responsible community member.</p> <p>The student will compose ten positive statements about themselves.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)</p> <p><input type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential (Games)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Role Playing; Brainstorming; Discussion)</p>

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 be able to identify the difference between positive and negative thoughts and feelings.

Brief Summary of Unit:

This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.

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

What are personal roles?

What is a positive self-concept?

The meaning of personal characteristics.

Knowledge of how people express feelings differently.

<p>Unit #1 Title: How Do I Fit In?</p> <p>Lesson Title: Think Positive! Lesson 1 of 3</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</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 Expectation (GLE): SE.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Skit Tickets</i> worksheet Suggestion: Books, such as <i>Fortunately</i> by Remy Charlie or <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day!</i> by Judith Viorst</p>

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 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	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

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	
Social Studies	
Science	
Health/Physical Education	

X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
---	-----------	--

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.

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.
 Students will turn negative thoughts into positive thoughts.

Lesson Preparation

Essential Question: How do our thoughts and feelings affect how we handle various situations?

Engagement (Hook): Read a story that deals with positive and/or negative thinking.
 Suggestion: Books, such as *Fortunately* by Remy Charlie or *Alexander and the Terrible, Horrible, No Good, Very Bad Day!* by Judith Viorst

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Read story and field questions about how negative thoughts and feelings were changed to positive ones. 2. Divide class into small groups and explain they will be asked to change something negative into something positive. 3. Hand each small group a skit ticket and have them create a short skit to perform in front of the class. 4. After each skit, discuss the ideas they used to change the situation from negative to positive. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. After hearing the story, students will review how the characters changed negative views into positive views and brainstorm ideas to change negative thoughts and feelings to positive ones. 2. Students divide into small groups. 3. Students will create a short skit using the ideas from their skit tickets. Students will perform their short skits. 4. In closing, students will answer questions the class/instructor has about their skit.
---	---

Teacher Follow-Up Activities

When the teacher notices a negative comment or behavior, students will be asked to reframe it into something positive.

Counselor reflection notes (completed after the lesson)

SKIT TICKETS

<p>"I did not get invited to the bowling party."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"I did not get what I wanted for my birthday."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"I got an 'F' on my test."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"My friend would not play with me at recess."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"My mom won't let me watch the new scary movie."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"My brother won't stay out of my room."</p>	<p>Act out how you can change this negative situation into something positive.</p>

<p>Unit #1 Title: How Do I Fit In?</p> <p>Lesson Title: I'm A Star! Lesson: 2 of 3</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</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 Standard (GLE): SE.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>
--

Materials (include activity sheets and/ or supporting resources)

<p>Enough Dice for one (1) per group <i>I'm A Star Community Domain</i> worksheets for each student Pencils</p>

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
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will give at least two verbal responses regarding ways to be a responsible community member.

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.
 Students will be able to answer questions about being a responsible community member.

Lesson Preparation

Essential Questions: Why is it important to be responsible members in our community?
Engagement (Hook): Have “Twinkle, Twinkle Little Star” (or other song referring to stars) playing in the background – or have students sing the song. Talk about how pretty the stars are at night and how only one star by itself would not be as pretty as all of the stars twinkling together.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Introduce lesson and brainstorm ideas to answer the essential question. Why is it important to be responsible members in our community? 2. Instructor writes students ideas on the board. 3. Hand out <i>I'm A Star Community Member</i> worksheets and explain how to play the game. <u>Directions to game:</u> Each student rolls dice and answers the question that corresponds with the number rolled. Students write down their answers on that part of the star. If a student rolls a question, which he/she has already answered, he/she will lose that turn. 4. Ensure that each student has a pencil and a game worksheet; divide students into small groups. 	<ol style="list-style-type: none"> 1. Students will listen and brainstorm ideas of why it is important to be responsible community members. 2. Students will contribute ideas. 3. Students will listen to directions. 4. Students get into small groups and play the game as directed.

<p>5. Give warnings at 5 minutes and at 1 minute before the end of play. Allow time for the students to share one of their answers with the class.</p>	<p>5. Students will share one of their answers at the end of class.</p>
--	---

Teacher Follow-Up Activities

The teacher reviews *I'm a Star Community Member* worksheets completed by the students after the activity, and reinforces some of the community member skills during the following week.

Counselor reflection notes (completed after the lesson)

I'm a Star Community Member

My name is _____.

1

Being respectful is important because...

2

Cooperating with others is important because...

6

Recycling is important because...

5

Not littering is important because...

3

Honesty is important because...

4

Following rules is important because...

<p>Unit #1 Title: How Do I Fit In?</p> <p>Lesson Title: I'm Thumbbody! Lesson 3 of 3</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</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 Expectation (GLE): SE.1.C.04: Identify the personal characteristics that contribute to the school community.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>
--

Materials (include activity sheets and/ or supporting resources)

<p>Baby wipes Pencils <i>I'm Thumbbody!</i> worksheets for each student Picture of a detective (attached) Stamp pad, washable ink, or paint</p>

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 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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	
Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compose ten positive statements about themselves.

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.
 Students will be able to write positive statements about themselves.

Lesson Preparation

Essential Questions: Why is it important for someone to feel good about himself or herself? Why are positive thoughts important?

Engagement (Hook): Dress up like a detective with trench coat, magnifying glass, briefcase, and man’s hat. Have theme to the *Pink Panther* playing in the background. Or show a picture of a detective with a magnifying glass.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Walk into room dressed up like detective and announce you are looking for positive thinkers. (Or you can also show a picture of a detective and do the same.) What does it look like to be a positive thinker? What does it look like to be a negative thinker? 2. Ask what thinking positive thinking sounds like. What does negative thinking sound like? 3. Distribute pencils and <i>I’m Thumbody!</i> worksheets to each student. 4. Ask students to complete worksheets and tell them that you will be stamping their thumbprints today to find who is a positive thinker. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students brainstorm ideas of what a positive thinker looks like and sounds like. Students will compare and contrast positive and negative thinking. 2. Students make suggestions. 3. Students will accept materials and wait for instructions. 4. Students will complete worksheets and place individual thumbprints on the worksheet.
--	--

<p>5. After doing thumbprints, use baby wipes or paper towels to clean off ink/paint from student's hands.</p> <p>6. Ask students to share one positive statement from their worksheets aloud at the end of class.</p>	<p>5. Students clean off ink/paint from their hands.</p> <p>6. Students share the statement of their choice.</p>
--	--

Teacher Follow-Up Activities

Teacher can be given sheets to post in the classroom as a reminder of positive thinking.

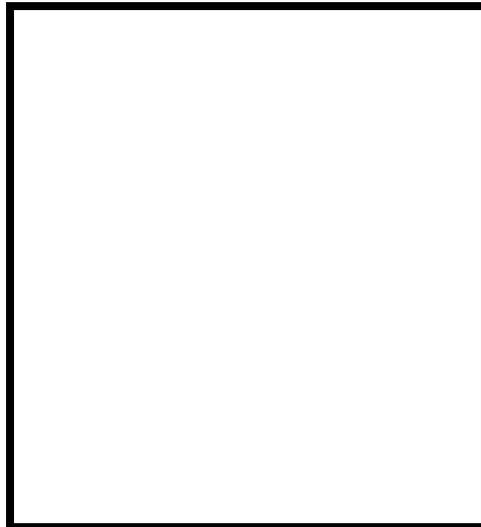
Counselor reflection notes (completed after the lesson)

I'm Thumbody!
My name is _____.

I like when I...

At home I help...

In class I am respectful when...



_____'s
Thumbprint

With friends, I share...

At recess I play fair when...

I know how to...

I am good at...

Three things I like best about me are...

- 1.
- 2.
- 3.

I am looking for a positive thinker...

What does it look like to be a positive thinker?

What does it sound like to be a positive thinker?



COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: How Do I Fit In?</p> <p>This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. Why are positive thoughts important?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.</p>		<p>SE.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings.</p>		<p>RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>SE</p>	<p>Level 1</p>
		<p>SE.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member.</p>		<p>L.4.5 L.4.6</p>		<p>Level 2</p>
		<p>SE.1.C.04: Identify the personal characteristics</p>				<p>Level 1</p>

		that contribute to the school community.				
2. The student will give at least two verbal responses regarding ways to be a responsible community member.		SE.1.A.04 SE.1.B.04 SE.1.B.04		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	SE	Level 1 Level 2 Level 1
3. The student will compose ten positive statements about themselves.		SE.1.A.04 SE.1.B.04 SE.1.B.04		RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	SE	Level 1 Level 2 Level 1
ASSESSMENT DESCRIPTIONS*: Students will be able to identify the difference between positive and negative thoughts and feelings.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					

	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3	See Lessons: Lesson 1: Think Positive! Lesson 2: I'm A Star! Lesson 3: I'm Thumbbody!				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1: Think Positive! Lesson 2: I'm A Star! Lesson 3: I'm Thumbbody!				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls 3 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 1	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls. 2 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls 1 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 1,2,3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls 1,3 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit #1 Title: I Understand Me	Grade Level: 5
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime and could also be used for a small group.	
Lesson Titles:	
Lesson 1: Finding the Positive	
Materials/Special Preparations Required;	
Magazines, poster board, scissors, glue sticks, markers.	
Prepare a hallway or classroom “art gallery” using fancy butcher paper frames to “frame” the students’ self-concept collages.	
Lesson 2: Keep Finding the Positive	
Materials/Special Preparations Required:	
Completed Self-Concept Collages from Lesson 1	
Group Role Cards (Resource Sheet 1)	
Lesson 3: Are You Balanced?	
Materials/Special Preparations Required:	
Balance Scales borrowed from math or science classrooms.	
Small blocks or other manipulatives that can be used as weights on the scales.	
“Am I Balanced?” worksheet (activity sheet 1)	
Pencils	
Poster. Chart paper and markers or smart board.	
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.05: Demonstrate the personal characteristics to maintain a positive self-concept. (DOK Level - 2)	
SE.1.B.05: Develop strategies to balance family, school, and community roles. (DOK Level - 3)	
SE.1.C.05: Demonstrate personal characteristics of a contributing member of the school community. (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
	1. Develop questions and ideas to initiate and refine research
	6. Discover and evaluate patterns and relationships in information, ideas, and structures

	8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

<p>How does positive self-concept help students contribute to the school community? Why is it important to have a balanced life? How does having balance in a person’s life impact them?</p>
--

Unit Measurable Learning Objectives:

<p>The student will identify at least three aspects of a positive self-concept. The student will create and present a collage depicting at least three aspects of a positive self-concept. The student will identify and categorize at least ten activities in which he/she participates. The student will compare and contrast the amount of activities in each of the four categories. The student will identify at least one strategy to balance their activities and responsibilities.</p>
--

Unit Instructional Strategies/Instructional Activities:

- Direct (Structured Overview)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation)
- Experiential
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Brainstorming; Cooperative Learning; Problem Solving)

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 complete a worksheet and brainstorm strategies for balancing life roles.

Brief Summary of Unit:

This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one's life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.

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 group roles.
- Knowledge of life roles people have.
- Knowledge of what self-concept means.
- Knowledge of what characteristics contribute to the school community.

Unit #1 Title: I Understand Me	
Lesson Title: Finding the Positive	Lesson 1 of 3
Grade Level: 5	
Length of Lesson: 30 minutes	
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.05: Demonstrate the personal characteristics to maintain a positive self-concept.	
SE.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.	
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Magazines, poster board, scissors, glue sticks, markers.
Prepare a hallway or classroom “art gallery” using fancy butcher paper frames to “frame” the students’ self-concept collages.

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations

		and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least three aspects of a positive self concept.

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.
 Students’ choose positive self-concept visuals for their collage project.

Lesson Preparation

Essential Questions:
 How does positive self-concept help students contribute to the school community?

Engagement (Hook):
 Art project: Counselor dresses up as an artist (for example wear beret, smock, etc)...say:
 “Today I am (art teacher/famous artist) and we are going to create works of art for the hallways in our school.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Organize art materials. Introduce yourself as the “Famous Artist” 2. Briefly introduce the topic of self-concept. 3. Explain to students that they will work in cooperative groups and use magazine cutouts to create a collage that represents at least 3 characteristics of positive self-concept. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students meet the “famous artist”. 2. Students share initial understandings of self-concept. 3. Students move to small groups and get organized to create collages. Students listen and ask questions for clarification. Each group records their examples of how the pictures on the collage demonstrate positive self-concept.
---	---

<p>4. Direct each group to assign a member to write down examples of how the pictures on the collage demonstrate positive self-concept.</p> <p>5. Monitor cooperative groups and encourage discussion among group members.</p> <p>6. Give 5-minute time warning and help the group transition to clean up and storage of group collages.</p> <p>7. Collect collages and store them for use in the follow-up lesson when the collages will be discussed.</p>	<p>4. Students discuss elements of their collage within their small group.</p> <p>5. Students work cooperatively.</p> <p>6. Students complete their group collage and assist with clean up.</p> <p>7. Students assist with storing supplies.</p>
---	--

Teacher Follow-Up Activities

Display the completed collages until the next class period and ask the students to journal:

1. What do they see in the collages that represent characteristics of a positive self-concept?
2. What characteristics do they have that demonstrate a positive self-concept?

Counselor reflection notes (completed after the lesson)

Unit #1 Title: I Understand Me	
Lesson Title: Keep Finding the Positive	Lesson 2 of 3
Grade Level: 5	
Length of Lesson: 30 minutes	
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.05: Demonstrate the personal characteristics to maintain a positive self concept SE.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.	
American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)
Group Role Cards (Resource Sheet 1)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create and present their collage depicting at least three aspects of a positive self-concept.

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.
 Students will work as a group to present and explain their positive self-concept collage.

Lesson Preparation

Essential Questions:

How does positive self-concept help students contribute to the school community?

Engagement (Hook):

Display the words: *Leader, Presenter, Recorder, Encourager, Timekeeper and Collector*. Ask students to think about which role they fulfilled within their group when creating the collage.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Have students return to the cooperative group assignments determined in Lesson 1, and give each group a deck of role cards. DO NOT DISTRIBUTE “PRESENTER” CARD. 2. Instruct students to use role cards to discuss roles the members took on during Lesson 1. 3. Ask students to agree upon which students took on each role during the previous lesson. 4. Instruct students to distribute the role card 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Return to the cooperative group assignment determined in Lesson 1 as they enter the room. 2. Students discuss their roles in the previous lesson. 3. Students determine which role each group member played. 4. Group members will choose a presenter
---	---

<p>to the identified member. Counselor distributes Presenter cards and explains the presenter role. Counselor directs groups to choose a presenter to report their work on the Self-Concept Collages.</p> <p>5. Counselor defines criteria for group presentation of the Self-Concept Collages (role assignments, explanation of their collage choices).</p> <p>6. Counselor facilitates presentations</p> <p>7. Counselor facilitates discussion of group presentations. <i>Why are roles important? How did working in a group increase or decrease positive self-concept?</i></p>	<p>from students who were not given a role card.</p> <p>5. The group recorder will write down the group's ideas.</p> <p>6. Groups will discuss their collage and explain how their choices demonstrate positive self-concept. The group presenter will utilize the recorders' notes to explain how the groups' collages demonstrate positive self-concept.</p> <p>7. Students discuss roles and positive self-concept.</p>
--	--

Teacher Follow-Up Activities

Display the completed collages in “an art gallery display” and ask them to once again journal:

1. What do they see in the collages that represent characteristics of a positive self-concept?
2. What characteristics do they have that demonstrate a positive self-concept?

Compare journal entries completed after lesson 1 to journal entries completed after lesson.

Counselor reflection notes (completed after the lesson)

Group Role Cards

(Can be pasted to index cards and used as flash cards to learn about group roles or as badges to identify those roles in the group)

<p style="text-align: center;"><u>Leader</u></p> <ul style="list-style-type: none">• organized the group• planned how to format the collage• helped us share supplies• helped others understand what to do	<p style="text-align: center;"><u>Recorder</u></p> <ul style="list-style-type: none">• wrote down the group's ideas• kept a record of the group's work
<p style="text-align: center;"><u>Presenter</u></p> <ul style="list-style-type: none">• reports the group's ideas and work to others	<p style="text-align: center;"><u>Time Keeper</u></p> <ul style="list-style-type: none">• keeps the group on task and moving• monitors group time and lets others know how much time is left
<p style="text-align: center;"><u>Encourager</u></p> <ul style="list-style-type: none">• keeps the group motivated• compliments members on their work• compliments members on good group behavior	<p style="text-align: center;"><u>Collector</u></p> <ul style="list-style-type: none">• gathers group materials• returns group materials

Unit #1 Title: I Understand Me	
Lesson Title: Are You Balanced?	Lesson 3 of 3
Grade Level: 5	
Length of Lesson: 30 minutes	
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 Expectation (GLE): SE.1.B.05: Develop strategies to balance family, school, and community roles.	
American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Balance Scales (borrowed from math or science departments) Small blocks or other manipulatives to weigh on scales that can be used as weights on the scales. <i>Am I Balanced?</i> worksheets and pencils Poster, chart paper and markers, or SMART BOARD
--

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

	Fine Arts	
--	-----------	--

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and categorize at least ten activities in which he/she participates.
 The student will compare and contrast the amount of activities in each of the categories.
 The student will identify at least one strategy to balance their activities and responsibilities.

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.
 Students will complete the worksheet and brainstorm strategies to keep their lives more balanced.

Lesson Preparation

Essential Questions: What does it mean to have balance in your life? How does having balance in a person’s life affect them?

Engagement (Hook): Have balance scales on tables and ask, “What do you think we are going to do today? *Hint: It has to do with different roles that students have.*”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Place balance scales on tables before class begins. Ask students to guess what the scales will be used for today. 2. Distribute the worksheets and explain directions: Students will list a minimum of 10 activities in which he/she participates. Students will also categorize the activities into one of the four category boxes,(community involvement, friendship activities, school commitments, or family responsibilities and write the numbers on the “Total” line. Offer examples that can be written in each section to get students started. These could include : Computer time, phone(texting), sports, church, elderly family members, child care, clubs 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will guess how the scales will be used in the lesson. 2. Students complete the worksheets to visualize their life roles.
--	---

<p>3. Distribute manipulatives to weigh on the balance scales. Students should get one manipulative for each item listed on their worksheet.</p> <p>4. Explain to students how the scales work.</p> <p>5. Direct students to use the scales and weights to compare different life roles. For example say: Weigh your friendship activities and your family responsibilities on each side of the balance. What do you see? Where do you spend more/less time? With family or with friends? How balanced are your life roles as you compare these two areas? Record what you need to change in order to make your life more balanced in the “My Needs Box”.</p> <p>6. End the lesson by asking students to brainstorm strategies to balance life. Record on the back of the worksheet. Offer opportunity for students to share their solutions.</p>	<p>3. Students will total the items listed on their worksheets.</p> <p>4. Students will use the scales to compare the “weight” of each life role area on their worksheets.</p> <p>5. Students will verbalize strategies to balance life roles.</p> <p>6. Students brainstorm strategies to balance life and have an opportunity to share ideas.</p>
---	---

Teacher Follow-Up Activities

Give the list of strategies to the teacher to display in the classroom. Monitor the students during the lesson and consider targeting individuals who seem to need help with balance for individual or small group counseling.

Counselor reflection notes (completed after the lesson)

Am I Balanced?

Community Involvement
(Extracurricular activity)

Total: _____

Friendship Activities

Total: _____

My Needs:

School Commitments

Total: _____

Family Responsibilities

Total: _____

Add all of your totals. What changes would make your life more balanced? What changes would help you better meet your needs? Write your answers on the back of this paper.

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: I Understand Me This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one’s life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. How does a positive self-concept impact behavior? 2. Why is it important to have a balanced life?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least two aspects of a positive self-concept.		SE.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept.		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	SE	Level 2
		SE.1.B.05: Develop strategies to balance family, school, and community roles.		Level 3		
		SE.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.		Level 2		

2. The student will create and present a collage depicting at least three aspects of a positive self-concept.		SE.1.A.05 SE.1.B.05 SE.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
3. The student will identify and categorize at least ten activities in which he/she participates.		SE.1.A.05 SE.1.B.05 SE.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	SE	Level 2 Level 3 Level 2
4. The student will compare and contrast the amount of activities in each of the five categories.		SE.1.A.05 SE.1.B.05 SE.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	SE	Level 2 Level 3 Level 2
5. The student will identify at least one strategy to balance their activities and responsibilities.		SE.1.A.05 SE.1.B.05 SE.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	SE	Level 2 Level 3 Level 2

ASSESSMENT DESCRIPTIONS*:
 Students will complete a worksheet and brainstorm strategies for balancing life roles.

Obj.#	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	___X___ Direct ___X___ Indirect ___ ___ Experiential ___X___ Independent study ___X___ Interactive Instruction

1 2 3 4 5	See Lessons: Lesson 1 Finding the Positive Lesson 2 Keep Finding the Positive Lesson 3 Are You Balanced?				
Obj.#	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5	See Lessons: Lesson 1 Finding the Positive Lesson 2 Keep Finding the Positive Lesson 3 Are You Balanced?				
	<u>Direct:</u> <input checked="" type="checkbox"/> Structure Overview Ls 2 <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving Ls 3 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 2 <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation Ls 1 <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls 3 <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 3 <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning Ls 1,2 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls 3 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit 1 Title: TEAMS: Together Everyone Assures My Success Grade Level: 6

Number of lessons in unit: 3 Time required for each lesson: 30 minutes

Best time of year to implement this unit: Fall, but could be any time.

Lesson Titles:
 Lesson 1: Getting Caught in the Web
 Materials/Special Preparations Required:
 Large ball of yarn, scissors, soccer or similar-sized ball
 Web Activity Reflection worksheet

Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together?
 Materials/Special Preparations Required:
 How Do I Tie It All Together? activity sheet (counselor may want to project the activity sheet in larger form to work through with students)
 Assessing My Time Management Skills assessment worksheet
 Pencils, pens, or markers

Lesson 3: What Is Important to Me?
 Materials/Special Preparations Required
 What Is Important to Me? activity sheet

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 Expectation (GLE):
 SE.1.A.06: Identify individual strengths and areas for personal growth and good citizenship. (DOK Level -2)
 SE.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities. (DOK Level - 3)
 SE.1.C.06: Demonstrate skills needed to participate in team building. (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 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 2. Develop and apply strategies based on ways others have prevented or solved

	<p>problems.</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies.</p> <p>5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks.</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<p>4. Writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes).</p> <p>6. Participating in informal presentations and discussions of issues and ideas.</p>
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do our actions affect those around us?
 How do people manage their time to meet the expectations of those around them?
 What is important in life?

Unit Measurable Learning Objectives:

The student will draw conclusions from the ‘Web Activity’ to complete the activity reflection worksheet.
 The student will construct a daily schedule with obligations and leisure activities.
 The student will reflect his/her understanding of how responsibility and time management skills are related by completing the *Assessing My Time Management Skills Worksheet*.
 The student will discuss and compare five values that he/she considers important with a partner.
 The student will share what he/she has learned about a partner’s values.

Unit Instructional Strategies/Instructional Activities:

X Direct (Structured Overview; Guided & Shared-reading, listening, viewing, thinking)
X Indirect (Reflective Discussion; Concept Mapping; Concept Attainment)
X Experiential (Games)
X Independent Study (Learning Logs; Homework)
X Interactive Instruction (Brainstorming; Discussion; Think, Pair, Share; Problem Solving)

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 demonstrate understanding of the skills needed to participate as a member of a team, family, school and community through group discussion and reflection activities.

Students identify and develop personal planning strategies to cope with the various demands placed upon them due to responsibilities and time constraints.

Students will identify personal values that are important to them, while recognizing the perspectives of others.

Brief Summary of Unit:

Students will participate in a web activity to understand the importance of relationships and how one's actions determine the strength of relationships. Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities. Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.

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

The counselor may need to review group discussion skills (such as respecting the rights of individuals to express ideas, disagreeing in an appropriate manner, etc). The third lesson incorporates the Think-Pair-Share technique, so the students may need to be coached on the purpose and desired outcome if they are not familiar with the concept.

Unit 1 Title: TEAMS: Together Everyone Assures My Success	
Lesson Title: Getting Caught in the Web	Lesson 1 of 3
Grade Level: 6	
Length of Lesson: 30 minutes	
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 Standards (GLEs):	
SE.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.	
SE.1.C.06: Demonstrate skills needed to participate in team building.	
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

A large ball of yarn, a pair of scissors, soccer or similar-sized ball, *Web Activity Reflection* 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 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.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 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.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will draw conclusions from the “Web Activity” to complete the activity reflection worksheet.

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.

Students will participate in a group activity. Students will respond to counselor questions while participating in the activity. Once the activity is completed, students will complete a writing assignment reflecting on their thoughts, feelings, and impressions during the exercise.

Lesson Preparation

Essential Questions: How can a person’s actions effectively contribute to their community?

Engagement (Hook): Participation in the web (see directions in the Procedures/Instructional Strategies Section)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The counselor relates the following instructions: “We are going to start with (<u>student name</u>). This person will hold the loose end of the ball of yarn, and then toss the ball to someone else in the group. This person in turn will hold on to the string and throw the ball to someone else. You can throw the ball to anyone in the group, except the person to your immediate right or left.”</p>	<p>1. All students are to gather in a circle for this activity. Beginning with the first student, the ball of yarn is tossed around the group to form a giant web.</p> <p>2. Students work together to keep the ball</p>

<p>2. Once the web is formed, the counselor clips the ball of yarn away from the web. The counselor asks the students to hold the web tightly enough that it can support a soccer ball, which is placed in the middle of the web. The group’s job is to keep the ball from falling through the web.</p> <p>3. The counselor then asks one student to drop his/her hold on the web.</p> <p>4. The counselor then asks two more students to drop their hold on the yarn.</p> <p>5. The counselor should consider the names of the students who make up the group. Choose an initial that will constitute a greater portion of the students. For example, “If your name begins with the letter J, drop your hold on the yarn.”</p> <p>6. Finally, ask all the students to drop the yarn, leaving the collapsed web in the middle of the group. Have the students sit around the web in a circle on the floor to begin discussion. Possible questions for the students in the group:</p> <ul style="list-style-type: none"> • To the group: When the first student dropped the yarn, how hard was it to take up the slack? • To the first student to drop the yarn: How did you feel when you first dropped the yarn? How did you feel as everyone else was still participating, and you weren’t part of the group? • To the group: How did those of you who had to take up the slack feel as the others dropped out? How many of you wanted the chance to drop out as the job got harder? • To the group: This yarn web is an analogy for what we have to do in life to be part of a team. Can you explain how this web activity relates to being 	<p>balanced in the web.</p> <p>3. One student drops his/her part of the yarn, and other students have to take up the slack and keep the ball from falling.</p> <p>4. The two students in question loosen their hold on the yarn. The other students will continue to take up the resulting slack.</p> <p>5. Once the other students drop the yarn, the remaining students will have difficulty maintaining control of the web and the soccer ball.</p> <p>6. Students will participate in the group discussion.</p>
--	---

<p>part of a team?</p> <ul style="list-style-type: none"> • To the group: Other than a sports team, where else are you part of a group in which you expected hold up your ‘end of the yarn? (Examples might include family, friendships, classroom, and school.) As the students offer their suggestions, discuss how they are expected to hold their end of the yarn. What are their responsibilities to themselves and to those within each of those groups? • To the group: Now that everyone has dropped the web, what has happened to the shape? Can we get the shape and strength of the web back? What does that say about our relationships within the groups we find ourselves? If we try to pick up the web from the floor and use it again, what will happen? How does this relate to restoring damaged or broken relationships? When is it easiest to fix the web? How does this apply to our relationships? <p>7. Have students complete the <i>Activity Reflection Sheet</i>.</p>	<p>7. Students complete the <i>Web Activity Reflection</i>.</p>
---	---

Teacher Follow-Up Activities

When working in groups, the teacher can use the web analogy to encourage students to work cooperatively and to put their best effort into the process.

Counselor reflection notes (completed after the lesson)

Web Activity Reflection

NAME: _____

Take a moment to think back on the activity we just completed. Mention feelings, thoughts and concerns you may have had while doing the activity.

1. How did you feel when either you or someone else had to let go of their string?

2. If you were one who was asked to let go of the string, how did it feel to be removed from the “community” of students who were still participating?

3. What did you learn about yourself by doing the activity? What did you learn about other students? Did the group work well together? Did members respect each other’s ideas and allow everyone to suggest ideas? Were there members who dominated the group?

<p>Unit 1 Title: TEAMS: Together Everyone Assures My Success</p> <p>Lesson Title: So Much to Do, So Little Time: How Do I Tie All of the Loose Ends Together?</p> <p>Lesson 2 of 3</p> <p>Grade Level: 6</p> <p>Length of Lesson: 30 minutes</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.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities. SE.1.C.06: Demonstrate skills needed to participate in team building.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Personal/Social Development</p>
--

Materials (include activity sheets and/ or supporting resources)

<p><i>How Do I Tie It All Together?</i> activity sheet (counselor may want to project the activity sheet in larger form to work through with students)</p> <p><i>Assessing My Time Management Skills</i> assessment worksheet</p> <p>Pencils, pens, or markers</p>
--

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.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 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.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
---------------------------------	--------------------------

X	Communication Arts	4. Writing formally (such as reports, narratives and essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will construct a daily schedule with obligations and leisure activities.
 The student will reflect his/her understanding of how responsibility and time management skills are related by completing the *Assessing My Time Management Skills* Worksheet.

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.
 Students will complete a weekly schedule and answer questions regarding responsibilities and time-management.

Lesson Preparation

Essential Questions: How do people manage all the responsibilities of their life roles? How can a person’s actions contribute to the community?

Engagement (Hook):

Say, “Previously we discussed the ways in which we are part of various groups: family, friends, teams, clubs, classrooms, etc. How do we tie up any loose ends that might cause us stress as we try to keep our relationships together?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Review web activity from Lesson 1. Discuss all the groups with which the student may be involved, such as family, friends, teams, clubs, classes, etc.</p> <p>2. Say, “Today, we are going to brainstorm ways that we can work to keep things tied together. In other words, how do we manage individual, family, school, and community responsibilities?”</p> <p>3. Hand out <i>How Do I Tie It All Together</i> activity sheets. Class discussion might be as follows:</p> <ul style="list-style-type: none"> • If we plan things that we <u>must</u> do, then we have more time for the things we <u>want</u> to do. This activity can help you with keeping your commitments” • First of all, block out time for sleep. You should get at least 8 hours of sleep each night in order to be properly rested for your day. • Now, block out time for breakfast, lunch, and dinner. Do you eat three meals a day? Why is proper nutrition important? • When do you shower/bathe? Block out the time that you normally use. • Block out your time on the bus or otherwise spend getting to and from school. • Fill in your class schedule. • Fill in regularly scheduled activities, such as team practices, after-school tutoring, piano lessons, Scout meetings, church activities, chores that you have at home, etc. • Put in time for homework and study. • How much time do you have left? What are some things that you enjoy doing in your free time? Write in those activities. <p>(Monitor student progress, helping those who have difficulty. The counselor may also want to pair up students who need</p>	<p>1. Students will participate in small group (no more than 6 per group) discussion.</p> <p>2. Students will suggest time management strategies that can balance their various responsibilities. Counselor will write strategies on the board as students mention them.</p> <p>3. Students will participate in discussion and fill out the activity sheet “Assessing My Time Management Skills” as the class goes through their daily and weekly schedules.</p>

<p>help with other students to complete this activity.)</p> <p>4. Counselor says, “As a counselor, I have to keep track of my time and appointments. I have to plan my day and week in order to meet the commitments to my family, students, and community. In other words, personal planners, schedules, and calendars aren’t just for students. How do adults in your lives keep track of their commitments? How many of you have planners that you use regularly? Do you keep track of classroom assignments, or do you use it to keep track of other commitments as well?”</p> <p>5. Offer this suggestion to the students: “Your challenge is to follow your plans on the activity sheet and to determine whether planning and scheduling your time can help you get the most out of your time. Once you have completed the week, review how you might want to change the schedule in order to best suit your “have-to” activities with your “want-to” activities.</p>	<p>4. Students participate in discussion.</p> <p>5. Students will follow their plans and review how and why the plan worked or didn’t work. Discuss what changes must be made for the plan to work?</p>
---	---

Teacher Follow-Up Activities

Teacher will work with students to maintain planners. The teacher may want to refer students who have difficulty with planning their time to the counselor for remediation of the skill.

Counselor reflection notes (completed after the lesson)

How Do I Tie It All Together

Time	Friday	Saturday	Sunday	
6:00-7:00 a.m.				
7:00-8:00 a.m.				
8:00-9:00 a.m.				
9:00-10:00 a.m.				
10:00-11:00 a.m.				
11:00-Noon				
Noon-1:00 p.m.				
1:00-2:00 p.m.				
2:00-3:00 p.m.				
3:00-4:00 p.m.				
4:00-5:00 p.m.				
5:00-6:00 p.m.				
6:00-7:00 p.m.				
7:00-8:00 p.m.				
8:00-9:00 p.m.				
9:00-10:00 p.m.				
10:00-11:00 p.m.				
11:00-Midnight				
Midnight-1:00 a.m.				
Time	Monday	Tuesday	Wednesday	Thursday
6:00-7:00 a.m.				
7:00-8:00 a.m.				
8:00-9:00 a.m.				
9:00-10:00 a.m.				
10:00-11:00 a.m.				
11:00-Noon				
Noon-1:00 p.m.				
1:00-2:00 p.m.				
2:00-3:00 p.m.				
3:00-4:00 p.m.				
4:00-5:00 p.m.				
5:00-6:00 p.m.				
6:00-7:00 p.m.				
7:00-8:00 p.m.				
8:00-9:00 p.m.				
9:00-10:00 p.m.				
10:00-11:00 p.m.				
11:00-Midnight				
Midnight-1:00 a.m.				

Assessing My Time Management Skills

NAME: _____

Take a moment to think back on today's lesson. Share what you have learned about yourself.

1. How do you plan out your day?

2. How do you feel when you plan out your day and do not accomplish your plan? What do you do when your plans are changed by others? What positive changes, if any, could you make to how you react to failed goals?

3. What did you learn about yourself by doing the activity? Will this activity affect the way you plan your day and how you manage your time?

4. Write a sentence using words that tie together "my time" and "my responsibilities."

Unit 1 Title: TEAMS: Together Everyone Assures My Success

Lesson Title: What Is Important to Me?

Lesson 3 of 3

Grade Level: 6

Length of Lesson: 30 minutes

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 Expectation (GLE):

SE.1.A.06: Identify individual strengths and areas for personal growth and good citizenship.

American School Counselor Association (ASCA) Mindsets & Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

What Is Important to Me? activity sheet

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

	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 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)
	Communication Arts
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions.
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare with a partner five values that he/she considers important. The student will share what he/she has learned about the partner’s values with the class.

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.

Instructor will review activity sheet responses from *What Is Important to Me?* worksheet to identify and assess indicators of personal awareness. Students participate in question/answer/discussion during classroom activity.

Lesson Preparation

Essential Questions: How do you identify what is most important to you? How do you measure value or worth? Why is it important to understand that other people may have values that differ from your own?

Engagement (Hook): Counselor brings in items of value to him or her, such as pictures of children, wedding ring, or a \$100 bill. Then the counselor asks, “Why do you suppose these items are important to me?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor asks, “If there were a fire in your house, what three things would you pick up in 15 seconds to take with you? How did you decide what to take? Why was that valuable to you?”</p> <p>2. Counselor continues with the following information: “Everything has some sort of value. In our country, we often think of <u>money as a way of measuring worth</u>. Something may be worth fifty cents, one hundred dollars, or one hundred thousand dollars. Worth may be measured differently in another culture.</p> <p>“We also place importance on things because <u>they fill a need</u>. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.”</p> <p>Many of the things of <u>value cannot be seen or</u></p>	<p>1. Students respond.</p> <p>2. Students will actively listen and ask questions or add comments. They will check their own measures of value with those the counselor identifies.</p>

<p><u>measured</u>. Honesty is one of those. If you are honest, if you want others around you to be honest, and you choose to be honest over and over then honesty is something you value. Things of value may change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Things of value to us are often different from that of our friends. This difference may cause conflict, and you may have to make choices about your friendship or what you value.</p> <p>4. Counselor provides students with <i>What Is Important to Me?</i> activity sheet. Review the directions with students. (Before continuing, the counselor may wish to read each item to the students, explaining the terminology.)</p> <p>5. The counselor pairs the students, instructs them to discuss their responses, then invites the student-pairs to share the results of the discussion with the class.</p> <p>6. As a follow-up activity with the parents/guardians, the counselor may wish to attach a note explaining the activity and inviting parents/guardians to discuss the worksheet with their child.</p>	<p>4. Students complete the <i>What Is Important to Me?</i> activity sheet, making sure to following the directions carefully.</p> <p>5. Students explain the results of their paired discussions.</p> <p>6. Students will take the activity home for discussion with family.</p>
---	---

Teacher Follow-Up Activities

Discuss the counselor activity with the social studies teacher, so that whenever discussion of cultures occurs, the class can discuss the values that different cultures hold. It is important to emphasize that there are cultural “differences,” but that no one culture should be held in higher esteem than any another.

Counselor reflection notes (completed after the lesson)

What Is Important to Me?

Name: _____ Date: _____

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

Directions: With a partner, read the following list of words. Be sure that each of you understands each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions, just understand them.

Select the five important items that you think would make the world a better place if everyone on earth had these five important items. Mark them with an "M" for "me," then tell your partner why you chose these. Listen very closely as your partner tells you his/her choices. Mark his/her choices with a "P" for "partner." When you have both discussed your choices, introduce your partner to the class and explain his/her choices and why they are important to him/her.

- | | | | |
|-------------------|----------------------------|---------------------------|------------------|
| ___ religion | ___ safety | ___ family stability | ___ education |
| ___ a home | ___ physical appearance | ___ respect for authority | ___ admiration |
| ___ honesty | ___ health | ___ tradition | ___ justice |
| ___ change | ___ love | ___ loyalty | ___ fitting in |
| ___ money | ___ free time | ___ good grades | ___ maturity |
| ___ nature | ___ sticking up for others | ___ equality | ___ freedom |
| ___ dignity/worth | ___ wisdom | ___ children | ___ true friends |
| ___ the elderly | ___ saving for future | ___ rules/laws | ___ marriage |
| ___ initiative | ___ clubs | ___ clothing | ___ skill/talent |
| ___ career | ___ good values | ___ responsibility | ___ power |
| ___ knowledge | ___ achievement | ___ respecting others | ___ attitude |

Take this activity sheet home and ask have one of your parents or guardians mark an "X" next to those he or she thinks are important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: TEAMS: Together Everyone Assures My Success</p> <p>Students will participate in a web activity to understand the importance of relationships and how one’s actions determine the strength of relationships. Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities. Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How can a person’s actions effectively contribute to their community? 2. How do people manage all the responsibilities of their life roles? How can a person’s actions contribute to the community? 3. How do you identify what is most important to you? 4. How do you measure value or worth? Why is it important to understand that other people may have values that differ from your own? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will draw conclusions from the ‘Web Activity’ to complete the activity reflection worksheet.		SE.1.A.06: Identify individual strengths and areas for personal growth and good citizenship.		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2
		SE.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school				Level 3

		responsibilities. SE.1.C.06: Demonstrate skills needed to participate in team building.				Level 2
2. The student will construct a daily schedule with obligations and leisure activities.		SE.1.A.06 SE.1.B.06 SE.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2 Level 3 Level 2
3. The student will reflect his/her understanding of how responsibility and time management skills are related by completing the <i>Assessing My Time Management Skills</i> Worksheet.		SE.1.A.06 SE.1.B.06 SE.1.C.06		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2 Level 3 Level 2
4. The student will compare with a partner five values that he/she considers important. The student will share what he/she has learned about the partner's values with the class.		SE.1.A.06 SE.1.B.06 SE.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2 Level 3 Level 2
5. The student will share what he/she has learned about a partner's values.		SE.1.A.06 SE.1.B.06 SE.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2 Level 3 Level 2
<p>ASSESSMENT DESCRIPTIONS*: Students will demonstrate understanding of the skills needed to participate as a member of a team, family, school and community through group discussion and reflection activities. Students identify and develop personal planning strategies to cope with the various demands placed upon them due to responsibilities and time constraints. Students will identify personal values that are important to them, while recognizing the perspectives of others.</p>						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5	See Lessons: Lesson 1: Getting Caught in the Web Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together? Lesson 3: What Is Important to Me?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5	See Lessons: Lesson 1: Getting Caught in the Web Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together? Lesson 3: What Is Important to Me?				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview Ls. 2 <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls. 1 <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input checked="" type="checkbox"/> Concept Attainment Ls. 2 <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls. 1 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs Ls. 1 <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework Ls. 3 <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2, 3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1 <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share Ls. 3 <input type="checkbox"/> Cooperative Learning <input checked="" type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 1, 2 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

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	Goal 3: recognize and solve problems 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	Goal 4: make decisions and act as responsible members of society 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	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	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:

- Direct
- Indirect (Problem Solving; Reflective Discussion; Concept Mapping)
- Experiential (Simulations; Games)
- Independent Study (Journals; Reports)
- 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.

<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>
--

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)
--------------------------	-------------------

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.
--	--

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 likely intended for students to write their name in the center and list their strengths in the four surrounding sections.

Unit 1 Title: The Balancing Act

Lesson Title: The Quest for Magic Minutes

Lesson 2 of 2

Grade Level: 7

Length of Lesson: 70 to 100 minutes (may be divided into 2 sessions)

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.B.07: Apply personal planning strategies to balance individual, family, and school responsibilities.

SE.1.C.07: Identify and practice ways to be a contributing group member.

American School Counselor Association (ASCA) Mindsets & Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

Time-waster/Time-saver teacher worksheet

Paper

Writing instrument

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

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students</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>1. Identify problems and define their scope and elements</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>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

	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	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	2. Principles and practices of physical and mental health (such as health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create and present a *Magic Minute* commercial that demonstrates how they would change a time-waster into a time-saver.

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.
Students will create and present a *Magic Minute* commercial demonstrating a time-saving tip and be able to verbally explain their reasons for selecting that tip.

Lesson Preparation

Essential Questions: How do people manage time effectively?

Engagement (Hook): To be read like a commercial: “Feeling out of control? No time to do what you want? Want to just crawl into a hole and hope your problems disappear? Then you need *Magic Minutes* in your life.” May use a video (YouTube or create your own) *Magic Minute* commercial.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Divide students into groups of three. Explain they are part of an ad team that will be developing a commercial. Have the groups brainstorm time-wasters. 2. Facilitate reporting from the-groups and generate a list on board. (See <i>Personal Strengths Statements</i> teacher worksheet for example.) 3. Explain that the students are to problem-solve ways to turn a time-waster into a time-saver. Groups will be planning and presenting a commercial to advertise their time-saver. (These should be ideas that really work for them.) Allow students 10 to 15 minutes to complete their commercial. 4. Allow students time to present their commercials. 5. Have the students choose one <i>Magic Minute</i> that they will incorporate this week. 	<ol style="list-style-type: none"> 1. Student-groups will brainstorm time-wasters that keep them from their individual, family, and school responsibilities. 2. Teams will report back and actively listen for other’s views and suggestions. 3. Each group takes a time-waster and designs a time-saver to take its place. They work on a commercial related to the benefits of the time-saver. 4. Students present their projects and critique other students’ ideas for applicability to their lives. Are the ideas practical? 5. Students will write the <i>Magic Minute</i> in their planners.

Teacher Follow-Up Activities

The counselor may want to record all the students’ ideas to create an ongoing list for the class and the teacher to consult throughout the school year. The teacher may also check with students to see how their *Magic Minutes* strategies are working. These tips may be incorporated in school planners the next school year.

Counselor reflection notes (completed after the lesson)

Time-Waster or Time-Saver

Teacher Worksheet



Time-waster	Time-Saver
Do I talk on the phone during study/homework time?	Have Mom or Dad take messages or use the voice mail.
Do I engage in Instant Messaging during study/homework time?	Enable the “block message” feature on your internet.
Do I put off study/homework? Do I get anxious because it gets later and later?	Plan each day when I will set time aside to study. If I plan ahead, it is easier to get started.
Do my parents spend time reminding me to study? Does it lead to real arguments with my parents?	Fill out a time sheet and put it on the refrigerator so everyone knows when study time is and when other activities are planned.
Do I use an assignment notebook/planner?	Use of an assignment notebook/planner will save me time trying to figure out what to do.
Do I daydream or talk to myself about things other than my studies?	Stand up and change my physical position. But remember, don’t leave my desk.
Do I rarely have a plan?	Set small goals. The faster I read, the better I am able to concentrate. Use a time budgeting activity sheet. Divide assignments into small units. Set time limits for each one. Write the amount of time I think it will take to complete an assignment up in the corner and see if I can beat it.
Do I think of something to do and do it right now because I am afraid I will forget it?	Keep a reminder notepad handy or a post it in your assignment notebook.
Do I find unfinished assignments that were assigned a long time ago?	Use the calendar pages in the assignment notebook/planner. Consult it every Sunday and then plan out your week accordingly.

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: The Balancing Act 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.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): Varies</p>				
<p>ESSENTIAL QUESTIONS: 1. How do people manage time effectively? 2. What are possible ways others might benefit from your personal strengths?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a graphic organizer delineating four personal strengths.		SE.1.A.07: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.		W.7.2 W.7.3 W.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	SE	Level 2
		SE.1.B.07: Apply personal planning strategies to balance individual, family, and school responsibilities.				Level 4
		SE.1.C.07: Identify and practice ways to be a contributing group member.				Level 2

2. The student will write a reflective statement regarding the group activity, <i>Tarp Game</i> .		SE.1.A.07 SE.1.B.07 SE.1.C.07		W.7.2 W.7.3 W.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	SE	Level 2 Level 4 Level 2
3. 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.		SE.1.A.07 SE.1.B.07 SE.1.C.07		SL.7.1 SL.7.4 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	SE	Level 2 Level 4 Level 2
ASSESSMENT DESCRIPTIONS*: 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.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1 Survivors Lesson 2 The Quest for Magic Minutes					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1 Survivors Lesson 2 The Quest for Magic Minutes					

	<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
	<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> Problem Solving Ls. 2 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls. 1 <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping Ls. 1 <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 2 <input checked="" type="checkbox"/> Games Ls. 1 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals Ls. 1 <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports Ls. 2 <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 1 <input type="checkbox"/> Structured Controversy <input checked="" type="checkbox"/> Tutorial Groups Ls. 2 <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p>					

Unit 1 Title: Color Your World	Grade Level: 8
Number of Lessons in Unit: 2	Time required for each lesson: Varies
Best time of year to implement this unit: Depends on particular lesson	
Lesson Titles:	
Lesson # 1: Color Your Destiny	
Materials/Special Preparations Required:	
Children’s book about feelings and self-concept (lesson provides some examples)	
Poster board or butcher paper	
Markers or crayons	
Quote by Frank Outlaw (can be given to students or displayed as a poster)	
SMART Board or other visual display	
Toothpaste	
Lesson # 2: Color Your Community	
Materials/Special Preparations Required:	
Person who has participated in a community service project or video of community service project	
Research prospective community service projects	
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.08:	Identify thoughts and feelings and how they relate to self-concept. (DOK Level - 2)
SE.1.B.08:	Recognize the different roles and responsibilities people play in the family, school, or community, and how those roles and responsibilities are interrelated. (DOK Level - 4)
SE.1.C.08:	Recognize personal ways for the individual to contribute as a member of the school community. (DOK Level - 1)
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 (including charts, graphs, outlines) for analysis. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
---	--

X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 perspective of others.
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 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.
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States. 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	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	
	Health/Physical Education	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

Unit Essential Questions:

What is a positive self-concept?

Unit Measurable Learning Objectives:

<p>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.</p> <p>The student will participate in a service learning project and discuss the process, including successes and challenges.</p>

Unit Instructional Strategies/Instructional Activities:

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Direct (Guided & Shared-Reading, Listening, Viewing, Thinking) |
| <input checked="" type="checkbox"/> | Indirect (Writing to Inform) |
| <input checked="" type="checkbox"/> | Experiential (Field Observations) |
| <input type="checkbox"/> | Independent Study |
| <input checked="" type="checkbox"/> | Interactive Instruction (Brainstorming; Laboratory Groups; Cooperative Learning) |

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

The student will contribute to a service learning project.

Brief Summary of Unit:

The old adage “sticks and stones may break my bones, but words will never hurt me” can be so untrue. Many students are wounded daily by words and eventually those words can become part of their self-concept. This lesson explores the way in which words can shape self-perception.

A group of students and the counselor will research a community project to which the students can contribute. Following the lesson, the students will process how the various groups contributed to the success of the project.

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

The counselor may need to review group discussion skills, such as respecting the rights of individuals to express ideas, disagreeing in an agreeable manner, etc. Students will have had some experience with cooperative group activities.

<p>Unit 1 Title: Color Your World</p> <p>Lesson Title: Color Your Destiny Lesson 1 of 2</p> <p>Grade Level: 8</p> <p>Length of Lesson: 45 minutes, or can be divided into 2 lessons</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 Expectation (GLE): SE.1.A.08: Identify thoughts and feelings and how they relate to self-concept.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>
--

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>
--

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.

Academic Content Area(s)		Specific Skill(s)
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

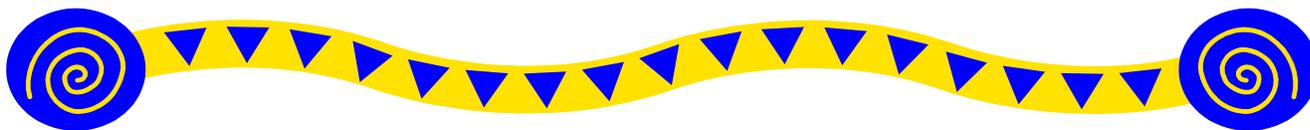
Instructor Procedures/Instructional Strategies::	Student Involvement/Instructional Activities:
---	--

<ol style="list-style-type: none"> 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. 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. 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. 4. Assemble all groups’ pictures into a mural. Ask classmates if they think the picture reflects the message that the group intended. 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. 	<ol style="list-style-type: none"> 1. Student will listen and take notes if needed. 2. Students will provide information from their understanding of the story. 3. Students will work cooperatively to design a product to which each will contribute. 4. Groups will present their pictures and explain their intended message. Students will answer any questions from the class. 5. Students will work either in discussion groups or as part of a classroom discussion.
---	--

Teacher Follow-Up Activities

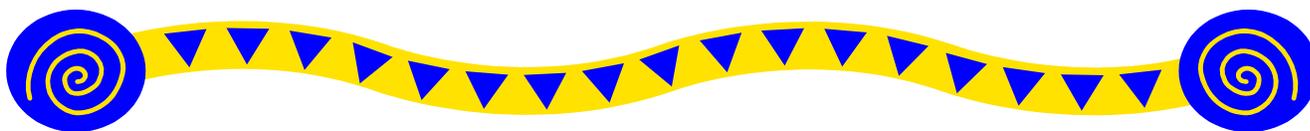
The counselor can work with the teacher to display the poster and/or reinforce the concepts of the quote. The teacher can also work with students whose words reflect less than a positive self-concept.

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



Unit 1 Title: Color Your World	
Lesson Title: Color Your Community	Lesson 2 of 2
Grade Level: 8	Length of Lesson: Varies with size of project and community
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.B.08: Recognize the different roles and responsibilities people play in the family, school, or community, and how those roles and responsibilities are interrelated.	
SE.1C.08: Recognize personal ways for the individual to contribute as a member of the school and community.	
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Person who has participated in a community service project or video of community service project
 Materials will depend on the service project selected.

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. 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. 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	Goal 4: make decisions and act as responsible members of society 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the U. S. 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)
	Communication Arts	
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will participate in a service learning project and discuss the process, including successes and challenges.

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 contribute to a service learning project.

Lesson Preparation

Essential Questions: How do people manage all the responsibilities of their roles? How can a person’s contributions to their community effect change (both positive and negative)?

Engagement (Hook): Have a person or student who participated in a past community service project present on the experience to the class (use pictures and/or video of the event if available). Instructor may also show a video of a community service project.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Recruit students from the eighth grade to discuss possible service projects in which the class might want to become involved. Make sure that you have a wide range of student groups involved in the decision-making process. Guide the students toward a project in which every student can participate, regardless of ability or</p>	<p>1. Students will brainstorm possible service projects and collaborate to decide on one valuable, workable project.</p>

<p>economic background. (Examples might include a penny drive, canned food drive, school and/or community beautification, etc.) Students may want to contact community leaders for possible ideas for projects.</p> <p>Depending on the size of your school, the eighth graders can coordinate the project through their homerooms and include just eighth grade, or the project can be building- or district-wide (see the DESE Service Learning Web page http://dese.mo.gov/eel/exl/servicelearning/).</p> <p>2. Arrange with classroom teachers to have the students from the small group visit classrooms to enlist the help of their fellow students to participate in the community service project. Assist students in preparing appropriate dialogue to promote and pump-up their service project.</p> <p>3. Once the students have completed the service project, meet with them to discuss the issues related to completing the project. If you do not have members of your focus group in the classroom, you might want to have a few of them in to help lead the discussion.</p> <ul style="list-style-type: none"> • In order to begin the project, what did we need to know? • What were some of the obstacles or challenges we faced? • How was our school and/or community involved in this project? • How did your family contribute or help with the project? • What discussions did you have with your family and friends about the project? • Did you discuss or solicit help from someone in the community? What was the response? How did you respond to them? • How did your relationships within the community influence the success of the 	<p>2. Students will prepare dialogue to promote their service project. They will visit classrooms to enlist the help of their fellow students to participate in the community service project.</p> <p>3. Students will discuss the points related to the service project while recognizing the views of others. Students will discuss the highlights of the projects and brainstorm how the project might be improved if someone else was considering a similar project.</p>
--	--

<p>project? Were you able to make new relationships or improve existing relationships as a result of this project?</p> <ul style="list-style-type: none">• What suggestions would you give to someone who was considering doing a similar project?• How did your perceptions of yourself, your school and/or community change as a result of this project? <p>(If the project does not go as well as planned, students still need to process and consider ways in which they could have improved the situation. The counselor might want the focus group then to write a suggestion letter to the next year's eighth grade.)</p>	
---	--

Teacher Follow-Up Activities

The teacher may want to participate in the classroom activity or project.

Counselor reflection notes (completed after the lesson)

--

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: Color Your World The old adage “sticks and stones may break my bones, but words will never hurt me” can be so untrue. Many students are wounded daily by words and eventually those words can become part of their self-concept. This lesson explores the way in which words can shape self-perception.</p> <p>A group of students and the counselor will research a community project to which the students can contribute in some way. Following the lesson, the students will process how the various groups contributed to the success of the project.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): Varies</p>				
<p>ESSENTIAL QUESTIONS: 1. What is a positive self-concept?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. 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.		SE.1.A.08 Identify thoughts and feelings and how they relate to self-concept.		RL.8.1 RL.8.3 SL.8.1 SL.8.4 L.8.1 L.8.3 L.8.4	SE	Level 2
		SE.1.B.08 Recognize the different roles and responsibilities people play in the family, school, and community and how those roles and responsibilities are interrelated.		L.8.5 L.8.6		Level 4
						Level 1

		SE. 1.C.08 Recognize personal ways for the individual to contribute as a member of the school community.				
2. The student will participate in a service learning project and discuss the process, including successes and challenges.		SE.1.A.08 SE.1.B.08 SE.1.C.08		SL.8.1 SL.8.4 L.8.1 L.8.3 L.8.4 L.8.5 L.8.6	SE	Level 2 Level 4 Level 1
ASSESSMENT DESCRIPTIONS:						
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. The student will contribute to a service learning project.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons:					
2	Lesson 1 Color Your Destiny Lesson 2 Color Your Community					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See Lessons:					
2	Lesson 1 Color Your Destiny Lesson 2 Color Your Community					

<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2	<input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform Ls. 2 <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input checked="" type="checkbox"/> Field Observations Ls. 2 <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 1, 2 <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Laboratory Groups Ls. 1 <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning Ls. 1 <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p>				

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)

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	

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:

- Direct (Compare and Contrast)
- Indirect (Problem Solving; Case Study; Reflective Discussion, Writing to Inform)
- Experiential (Simulation; Surveys)
- Independent Study (Learning Contracts)
- 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

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>
---	--

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)

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 _____

Unit #1 Title: Who Am I and How Do I Fit Into the World?	
Lesson Title: Positive Self Talk	Lesson 2 of 4
Grade Level: 10	
Length of Lesson: 50 minutes	
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 (GLESS):	
SE.1.A.10:	Implement skills necessary to exhibit and maintain a positive self-concept.
SE.1.B.10:	Prioritize roles and responsibilities and implement strategies in order to balance family, school, work and local communities.
SE.1.C.10:	Identify and participate in activities that help the individual student become a contributing member of a global community.
American School Counselor Association (ASCA) Mindsets & Behaviors:	
Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Mirror <i>Looking at Me in My Family, School and Community</i> 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 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	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)

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

Lesson Measurable Learning Objectives:

The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.

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 the “Looking At My Roles in My Family, School, and Community” worksheet.

Lesson Preparation

Essential Questions:

What are some ways a positive self-concept would benefit you?
 How do people manage all the responsibilities and demands on their time?
 How do people make the world a better place?

Engagement (Hook):

Presenter enters the room with a mirror and begins a self-dialogue with self in the mirror about how worthy one is. Presenter will accentuate the idea of how good he/she is by listing positive personal characteristics.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Lead a discussion on self-talk. Ask for examples.	1. Students give examples of things they say to themselves.
2. Talk about the messages that families communicate to each other.	2. Have students give examples.
3. Distribute “Looking At Me In My Family, School, and Community” worksheet.	3. Students write about their roles in their family, school and community.

<p>4. Ask for volunteers to talk about their roles in their family, school, and community.</p> <p>5. Lead discussion on characteristics that best fit into students' roles in the family, school, and community.</p>	<p>4. Students volunteer answers.</p> <p>5. Students will give their opinions about characteristics that will help them fit into their different roles.</p>
--	---

Teacher Follow-Up Activities

Teacher could observe the roles that students play in the classroom and point out responsibilities of those roles.

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

Looking at My Roles in My Family, School, and Community

1. What roles do you play in your family? (Name at least 3) What responsibilities go along with those roles?

2. What roles do you play in your school? (Name at least 3) What responsibilities go along with those roles?

3. What roles do you play in your community? (Name at least 3) What responsibilities go along with those roles?

X	Communication Arts	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)

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

Lesson Measurable Learning Objectives:

The student will identify at least two ways to improve or maintain his/her self-concept.

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 an activity sheet and participate in a class discussion of the consequences of maintaining a negative view of self in contrast to the benefits of maintaining a positive self-concept.

Lesson Preparation

Essential Questions:
 How would a positive self-concept help you grow?
 Could this growth occur with a negative self-concept?
 What suggestions could you give to someone who has a negative self-concept?

Engagement (Hook):
 Demonstrate, with the scale and weights, how negative comments, activities, and situations weigh down a person’s self-concept. How might someone’s negative view of self be cancelled out by positive self-talk and positive comments? Students may participate by placing a weight for every negative comment and removing a weight for every positive comment. Counselor will use positive and negative statements based on the *My Self-Concept Report Card* examples.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
--	--

<ol style="list-style-type: none">1. Instruct students to complete the “My Self-Concept Report Card” worksheet.2. Discuss the worksheet and write student’s responses on the board.3. Have students make a personalized list of the things they would to improve or maintain their positive self-concept.	<ol style="list-style-type: none">1. Students complete the worksheet2. Students share responses.3. Students will make a list on the back of their worksheets.
---	---

Teacher Follow-Up Activities

Teacher may have students discuss the use of the activities as they happen within the classroom. Periodically, teacher will review the “My Self-Concept Report Card” worksheet and ask for positive reinforcement examples observed in the student’s lives.

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

My Self-Concept Report Card

What grade would you give yourself in the following areas? Only you will see your answers.

- A= Always**
- B= Most of the Time**
- C= Sometimes**
- D= Rarely**
- F= Never**

AREA	GRADE
Positive Attitude	
Ability to express my feelings/thoughts accurately to others	
Ability to develop good relationships with others	
Positive self-talk	
Taking care of myself physically	
Taking care of myself emotionally	
Respect for myself	
Ability to set boundaries in a relationship (stay out of “drama”)	
Ability to disregard rumors or gossip	
Ability to cope with false statements about me	

What are some ways I would be able to bring up my grade in the areas I scored poorly?

Make a personal list of ways to improve or maintain your positive self-concept.

<p>Unit #1 Title: Who Am I and How Do I Fit Into the World</p> <p>Lesson Title: My Action Plan Lesson: 4 of 4</p> <p>Grade Level: 12</p> <p>Length of Lesson: 1 to 2 class periods</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.1: Understanding self as an individual and a member of a diverse local and global community.</p> <p>Grade Level Expectations (GLEs): SE.1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. SE.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles. SE.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.</p> <p>American School Counselor Association (ASCA) Mindsets & Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

"Action Plan For Maintaining Who I Am" worksheets

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 identify at least four ways of maintaining his/her a positive self-concept and write how they would use each.

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 an action plan for improving and/or maintaining his/her self-concept.

Lesson Preparation

Essential Questions:

Why do we need a positive self-concept?
 How do people balance their world?
 How do people make the world a better place?

Engagement (Hook):

Ask students (12th) how many have any personal possessions like a car, computer, ipod, etc. After assessing how many have possessions like this, discuss what types of things have to be done to them in order to keep them running in top shape.

It may be easier to keep the focus on a car at this point.

Discuss with the students that in order to keep their car or other possessions running in top shape, they have to be maintained.

Ask students what happens to their car when they do not keep it maintained.

Transition into the maintenance of their personal self-concept. Their self-concept is something

that needs to be maintained. If it is not maintained, they can expect similar issues to those of not keeping their personal possessions maintained.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Pass out to each senior their <i>Action Plan for Maintaining Who I Am</i> assessment worksheet. Explain to the students that this Action Plan is something that will help them keep their self-concept maintained and in good working order. 2. Set a due date for collection of the Action Plan. Inform students that this Action Plan will be placed in their Personal School Counseling folder or Permanent Record. 3. Have an example of an <i>Action Plan</i> to display so that students can see how a plan is developed. 	<ol style="list-style-type: none"> 1. Students will work on completion of their personal Action Plan. 2. Students should write down the due date on their Action Plan. 3. Students view sample Action Plans in order to have a better understanding of what theirs should look like.

Teacher Follow-Up Activities

Teachers may choose to allow in class time for students to work on Action Plans. Teachers may want to remind their students as to the due date of the Action Plans. Teachers may also want to tie in an activity, project, or other homework in relation to the Action Plan.

Counselor reflection notes (completed after the lesson)

Summative Assessment

Action Plan for Maintaining Who I Am

Name: _____

Date: _____

Due Date: _____

Action Plan for Maintaining Who I Am

Create a personal action plan to maintain your positive self-concept, contribute to your community, and balance your roles.

Below are strategies for maintaining/improving your self-concept. Please place a checkmark on the ones you will use as you go through life.

_____ **Journaling**

I can use a journal to help sort out my feelings, my responsibilities to various roles, to write down personal statements about who I am.

I have a journal: _____ Yes _____ No

If I don't have a personal journal, here is my plan to start and continue to use one:

_____ **Positive Self-Talk**

I will continue my awareness of self-talk. I will not put myself down; rather I will raise myself up with positive self-talk. List some positive self-talk statements I can use:

1. _____

2. _____

3. _____

_____ **Exercise**

Exercise can relieve stress, allow for time to think positively about myself and help to improve my physical and mental health.

I will exercise 3 times a week. Below are some activities that I will include in my exercise program:

- _____ walking _____ jogging _____ swimming
- _____ bike riding _____ weight lifting _____ aerobics
- _____ dancing _____ martial arts _____ yoga
- _____ competitive athletics

Other: _____

Other: _____

_____ **Activities/Enjoyment**

I will try to put aside some time everyday from my other role responsibilities to take time for myself. This time will be spent doing something I enjoy (hobby, interest, activity)
Below are some activities that I could do:

- _____ take a walk _____ listen to music _____ attend church functions
- _____ play a sport _____ make crafts/art _____ workout
- _____ volunteer _____ mediate _____ write in a journal
- _____ video games _____ play an instrument

Other: _____

Other: _____

_____ **Assist Your Community**

Becoming an active member in the community can help maintain/improve your self-concept as well as help others. Below is my plan for community involvement.

_____ **Balancing My Roles and Responsibilities**

I am aware of my different roles in family, school, community and work and know how to balance the responsibilities of each. Below are my responsibilities to each area:

Family _____

School _____

Community _____

Work _____

Discuss how these roles and responsibilities might change after you graduate.

List and explain four ways of maintaining your positive self-concept.

1.

2.

4.

5.

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: Who Am I And How Do I Fit Into The World?</p> <p>The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: Who are you? And what makes a person fit into his or her world?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. 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.</p>		<p>SE.1.A.09: Develop skills needed to maintain a positive self-concept.</p>		<p>W.9-10.2 W.9-10.4 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3</p>	<p>SE</p>	<p>Level 2</p>
		<p>SE.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community.</p>		<p>L.9-10.4 L.9-10.5 L.9-10.6</p>		<p>Level 2</p>
		<p>SE.1.C.09 Identify activities the individual might participate in to become a contributing member of the</p>				<p>Level 3</p>

		<p>school community.</p> <p>SE. 1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept.</p> <p>SE.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities.</p> <p>SE.1.C.10: Identify and participate in activities that help the individual student become a contributing member of the global community.</p> <p>SE.1.A.11: Practice and modify the</p>				<p>Level 3</p> <p>Level 3</p> <p>Level 3</p> <p>Level 3</p>
--	--	--	--	--	--	---

		<p>skills necessary to exhibit and maintain a positive self-concept.</p> <p>SE.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles.</p> <p>SE.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.</p> <p>SE. 1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.</p>				<p>Level 3</p> <p>Level 3</p> <p>Level 4</p>
--	--	--	--	--	--	--

		SE.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles.				Level 4
		SE.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.				Level 4
2. The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.		SE.1.A.09 SE.1.B.09 SE.1.C.09 SE.1.A.10 SE.1.B.10 SE.1.C.10 SE.1.A.11 SE.1.B.11 SE.1.C.11 SE.1.A.12 SE.1.B.12 SE.1.C.12		W.9-10.2 W.9-10.3 W.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	SE	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4
3. The student will identify at least two ways to improve or maintain his/her self-concept.		SE.1.A.09 SE.1.B.09 SE.1.C.09 SE.1.A.10 SE.1.B.10 SE.1.C.10 SE.1.A.11 SE.1.B.11		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	SE	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3

		SE.1.C.11 SE.1.A.12 SE.1.B.12 SE.1.C.12				Level 3 Level 4 Level 4 Level 4
4. The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.		SE.1.A.09 SE.1.B.09 SE.1.C.09 SE.1.A.10 SE.1.B.10 SE.1.C.10 SE.1.A.11 SE.1.B.11 SE.1.C.11 SE.1.A.12 SE.1.B.12 SE.1.C.12		W.11-12.2 W.11-12.4 SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	SE	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4
ASSESSMENT DESCRIPTIONS*: 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.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4	See Lessons: 9 th Grade Lesson 1 Juggling New Opportunities 10 th Grade Lesson 2 Positive Self Talk 11 th Grade Lesson 3 Assessing Self-Concept 12 th Grade Lesson 4 My Action Plan					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3 4	See Lessons: 9 th Grade Lesson 1 Juggling New Opportunities 10 th Grade Lesson 2 Positive Self Talk 11 th Grade Lesson 3 Assessing Self-Concept 12 th Grade Lesson 4 My Action Plan					

	<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
	<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls 1,2 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> Problem Solving Ls 4 <input checked="" type="checkbox"/> Case Studies Ls. 4 <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 1,2,3 <input checked="" type="checkbox"/> Writing to Inform Ls 1,2,3,4 <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls 3 <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys Ls 4	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input checked="" type="checkbox"/> Learning Contracts Ls 4 <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 1,2,3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls 1,2 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p>					