Unit #1 Title: The Many Faces of Me

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: Feelings 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)

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<thead>
<tr>
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<th>Goal 1: Gather, analyze and apply information and ideas</th>
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<tr>
<td>X</td>
<td>Goal 2: Communicate effectively within and beyond the classroom</td>
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<td>2. Review and revise communications to improve accuracy and clarity</td>
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<td>3. Exchange information, questions, and ideas while recognizing the perspectives of others</td>
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<td>Goal 3: Recognize and solve problems</td>
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<td>Goal 4: Make decisions and act as responsible members of society</td>
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<td>3. Analyze the duties and responsibilities of individuals in societies</td>
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This lesson supports the development of skills in the following academic content areas.
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<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tr>
<td>X Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
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<tr>
<td>Mathematics</td>
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<td>X Social Studies</td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions</td>
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<td>Science</td>
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<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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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:

- X Direct (Didactic Questions; Demonstrations; Guided & Shared – reading, listening, viewing, thinking)
- X Indirect (Concept Formation)
- X Experiential (Role-Playing)
- ___ Independent Study
- X 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.