

<b>Unit #1 Title:</b> The Many Faces of Me	<b>Grade Level:</b> K
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 20-30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime (May be used to start off the year, or throughout the year as a refresher)	
<b>Lesson Titles:</b>	
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”	
<b>Missouri Comprehensive School Counseling Big Idea:</b>	
SE.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectations (GLEs):</b>	
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)	
<b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b>	
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.