

Unit 1 Title: Elementary Interactions	Grade Level: 1
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Any time of year would be appropriate; however, it might be helpful to do it first semester since it introduces positive ways to express feelings.	
Lesson Titles:	
Lesson # 1: Friendship Line Dancing	
Materials/Special Preparations Required	
One Puppet	
Enough space for students to stand in two lines facing each other.	
Lesson # 2: Same and Different	
Materials/Special Preparations Required	
SMART Board, white board, or chart paper and appropriate writing utensils	
Lesson # 3: Express Yourself!	
Materials/Special Preparations Required	
<i>Express Yourself</i> Song	
<i>Express Yourself</i> Handout	
Missouri Comprehensive School Counseling Big Idea:	
SE.2: Interacting with Others in Ways that Respect Individual and Group Differences	
Grade Level Expectations (GLEs):	
SE.2.A.01: Demonstrate the ability to be a friend. (DOK Level-2)	
SE.2.B.01: Identify similarities and differences among students within the school community. (DOK Level-2)	
SE.2.C.01: Express feelings effectively, both verbally and non-verbally. (DOK Level-2)	
American School Counselor Association (ASCA) Mindsets and 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
X	Goal 4: Make decisions and act as responsible members of society 7. Identify & apply practices that preserve and enhance the safety and health of self and

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

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

Unit Essential Questions:

Why is it important to be accepted by others?

Unit Measurable Learning Objectives:

<p>The student will demonstrate at least four friendship skills.</p> <p>The student will name three differences and three similarities among his/her peers.</p> <p>The student will determine an appropriate way to express six feelings.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Drill & Practice; Compare & Contrast; Demonstrations; Guided & Shared-reading, listening, viewing, thinking)</p> <p><input type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential (Simulations; Games)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming; Peer Partner Learning; Problem Solving)</p>
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Unit Summative Assessment (acceptable evidence):

<p>Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Students will demonstrate various friendship skills with a partner.</p> <p>Students will name ways they are alike and different from their peers.</p> <p>Students will express their feelings appropriately through class discussion and a handout.</p>
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Brief Summary of Unit:

<p>Students will practice friendship skills with one another. Students will discuss how they are the same and different from others at school. Students will be expressing their feelings in appropriate ways.</p>
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Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

<p>Students will have to have a basic understanding of friends. Students will need to be able to identify a variety of feelings.</p>
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