

**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 Guidance Standard:**  
 PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**  
 PS.1.A.06.a.i: Identify individual strengths and areas for personal growth and good citizenship.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
	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 Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

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

**Lesson Preparation**

**Essential Questions:** How do people feel and act if they have a positive self-concept?

**Engagement (Hook):** If there were a fire in your house, what three things would you pick up in 15 seconds to take with you?

**Procedures**

**Instructor Procedures:**

1. Counselor brings in items of value to him or her, such as pictures of children, wedding ring, \$100 bill. Then the counselor asks, “Why do you suppose these items are important to me?”
2. How do you measure value or worth?
3. Counselor continues with the following information: “Everything has some sort of value. In our country, we often think of money as a way of measuring worth. Something may be worth fifty cents, one hundred dollars, or one hundred thousand dollars. If we lived in India, something may be determined by cattle’s worth.

We also place importance on things because they fill a need. 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.

Many of the things of value cannot be seen or measured. Honesty is one of those. If

**Student Involvement:**

1. Students respond to prompt with awareness of personal value of possessions..
2. Individually students will list the criteria used to determine worth.
3. Students will actively listen and ask questions or add comments. They will check their own measures of value with those the counselor identifies.

<p>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 what our friends value. 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 “What Is Important to Me?” 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>4. Students complete the “What Is Important to Me?” activity sheet, making sure to following the directions carefully.</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>5. Students explain the results of their paired discussions.</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>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, reading 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.