

Unit #3 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-perception (lesson provides some examples); poster board or butcher paper; markers or crayons; quote by Frank Outlaw (provided in lesson); overhead; blank transparency; toothpaste.	
Lesson # 2: Color Your Community	
Materials/Special Preparations Required:	
Science lab scales and wooden/plastic cubes.	
Research prospective community service projects.	
Missouri Comprehensive Guidance Standard:	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
Grade Level Expectation(s):	
PS.1.A.08.a.i: Identify thoughts and feelings and how they relate to self-concept.	
PS.1.B.08.a.i: Recognize roles and responsibilities of being a family, school, or community member and the interrelationship of roles and responsibilities.	
PS.1.C.08.a.i: Recognize personal ways for the individual to contribute as a member of the school community.	
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.	
B: Students will make decisions, set goals and take necessary action to achieve goals.	

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	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 perspective 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. 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 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 Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

Once students have completed lessons from the unit, the counselor may check for student understanding by reviewing concepts with the students throughout the year to check for progress toward goals or change in behavior. The counselor may also check with teachers to discover which students are experiencing difficulties with the concepts that have been covered. The counselor may consider offering individual or group sessions for those students.

Brief Summary of Unit:

Lesson 1: 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.

Lesson 2: 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.

Unit Goals:

- 1) Students will reflect on their self-concepts and how those fit with who they are.
- 2) Students will work together to accomplish a goal that will help their school or community.
- 3) Students will reflect on how important individual efforts are to group success.

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

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.