

Unit #1 Title: Study and Work For Success

Lesson Title: FLY to Success

Lesson: 2 of 2

Grade Level: 1

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Domain:

AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standard (GLS's):

AD.4.A.01.a.i: Identify and practice the steps for completing classroom assignments and activities.

AD.4.B.01.a.i: Develop and practice work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

3 paper airplanes, each labeled: #1 – following directions, #2 - listening, and #3-you get along with others

Handout of *FLY Airplane* activity sheet for each student.

Success Plan Activity Sheet

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 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	1. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.
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		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	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify two assignment completion skills they need to improve.
 The student will explain how and why to follow directions.
 The student will explain how and why to pay attention when they listen.
 The student will identify three social skills that help them cooperate with others.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's.
Assessment can be question answer, performance activity, etc.
 The student will be asked how they will improve their skills.
 The student will explain how they can improve at following directions.
 The student will be able to identify skills needed to get along with others.

Lesson Preparation**Essential Questions:**

Why is it important to follow directions?
 Why is it important to listen?
 Why is it important to cooperate with others?

Engagement (Hook):

Bring in three paper airplanes numbered 1 (Follow directions), 2 (Listen), and 3 (You get along with others). Counselor soars the three paper airplanes in the air. Ask the students who got the airplane with the #1. Read what skill airplane #1 stands for and write it on the board. Ask the students who got the airplane with the #2. Read what skill airplane #2 stand for and write it on the board. Ask the students who got the airplane with the #3. Read what skill airplane #3 stands for and write it on the board. What is another word we can use to describe getting along with others? We call that cooperating.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor will ask the student what the first letter from each of the three skills spells. 2. Counselor distributes and explains the FLY Airplane activity sheet. 3. Counselor will ask the students to honestly rate themselves in each of these areas. 4. Counselor will instruct students to review the FLY Airplane activity sheet and identify one or more skills to improve based on ratings. For students with ratings of all 3's, students are instructed to select a skill they would like to improve. 	<ol style="list-style-type: none"> 1. Students will respond by saying, "fly". 2. Each student will receive a FLY Airplane activity sheet. 3. Students will complete the FLY Airplane activity sheet individually. 4. Students will reflect on their ratings and complete a Success Activity Sheet.

Teacher Follow-Up Activities

The teacher may review the list of effective work habits, and students will put those habits into practice by completing the next assignment.

Counselor reflection notes (completed after the lesson)

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FLY

Rate Yourself on the FLY Skills

1=Needs Improvement

2 = Satisfactory

3 = Excellent

Follow
Directions

Listen Well

You Get
Along with
Others
(Cooperate)

Success Plan Activity Sheet

List 3 ways that you can improve each skill listed below. Choose one or more skill(s) you would like to improve based on your FLY rating sheet.

FOLLOW DIRECTIONS

1. _____

2. _____

3. _____

LISTEN

1. _____

2. _____

3. _____

YOU GET ALONG WITH OTHERS (COOPERATE)

1. _____

2. _____

3. _____