

**Unit #1 Title:** Educational Plans Are Important

**Lesson Title:** The Vacation Can Be An Education

**Lesson:** 1 of 2

**Grade Level:** 5

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

AD.6: Developing a personal plan of study.

**Grade Level Standard (GLS):**

AD.6.A.05.a. Recognize the importance of an educational plan

**American School Counselor Association National Standard (ASCA):**

Academic Development

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

**Materials (include activity sheets and/ or supporting resources)**

Writing materials for each student

*Let's Go To* and *Why Do I Need A Plan?* student activity sheets

United States or world wall maps

**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 8. Organize data, information, and ideas into useful forms for analysis or presentation. 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 3. Exchange information, questions and ideas while recognizing the perspective of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will list at least three goals he/she wants to accomplish in life (work, family, and leisure).

**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 compare and contrast planning for a trip and making a plan for their future.

**Lesson Preparation****Essential Questions:**

How can planning guide my future?

**Engagement (Hook):**

Using a United States or world wall map, direct students to think of a place that they have always wanted to visit....New York, Paris, Disney World, Silver Dollar City, Six Flags, Worlds of Fun...Can anyone give me some other examples?

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor hands out <i>Let's Go To...</i> activity sheet. Students are instructed to write their names at the top of the paper.	1. Students follow directions.
2. Students are directed to pick a location they would like to visit and write it in the blank at the top of their paper. It must be some distance away from home, requiring at least an overnight stay. Call on some students to give their destination.	2. Students follow directions and respond.
3. Brainstorm things they would have to do to go on a trip. Write down several-don't feel compelled to use all of the spaces. Discuss freely all suggestions. Point out how important it is to have a plan before taking a	3. Have students write down their suggestions on the paper.

<p>vacation or trip.</p> <p>4. Approximately 15 minutes into the lesson, hand out other activity sheet <i>Why Do I Need A Plan?</i> Discuss what could happen if they didn't take care of the things listed on the other side (such as using a map or navigation system, having money, finding a place to stay, and/or planning for activities). Brainstorm ideas and write them down on the activity sheet (such as go hungry, get robbed, have to go back home, not get to visit places, etc).</p> <p>5. Discuss how having a plan makes for a safe, fun and exciting vacation. Draw a parallel between planning for a vacation and planning for an education. Discuss how students get to choose classes to take in middle school and high school and point out how they would need to figure out what subjects they enjoy. Students should be encouraged to participate in activities in which they excel. Direct students to write down what they enjoy doing in school.</p> <p>6. Discuss how understanding their strengths and abilities can help them prepare for life choices.</p>	<p>4. Students record suggestions.</p> <p>5. Students participate in the discussion, and write subjects and activities they enjoy in school.</p> <p>6. Students write down what they want to accomplish in life (work, family, leisure)?</p>
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### Teacher Follow-Up Activities

Teacher will review student activity sheets and include the class in planning lessons in the content areas.

### Counselor reflection notes (completed after the lesson)

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Name\_\_\_\_\_

Let’s Go To \_\_\_\_\_



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

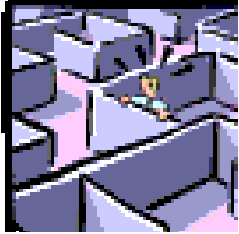
14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

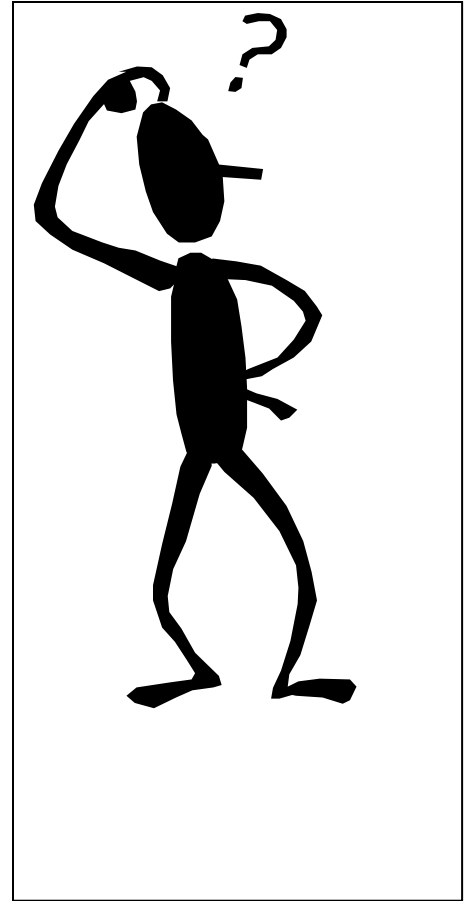
Name \_\_\_\_\_

### Why Do I Need A Plan?



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_



What academic level do I want to achieve in school? \_\_\_\_\_

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What do I want to accomplish in life (work, family, leisure)?

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