

<p><b>Unit 1 Title:</b> Poppin’ Personal Plan of Study</p> <p><b>Lesson Title:</b> Cool Stuff I Can Do <span style="float: right;"><b>Lesson 3 of 3</b></span></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 1 30-minute session</p> <p><b>Missouri Comprehensive Guidance and Counseling Domain:</b> AD.6: Developing and Monitoring Personal Plan of Study.</p> <p><b>Grade Level Standard (GLS):</b> AD.6.A.06.a. Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Sample Resource file (portfolio) (Samples of Resource files are available on <a href="http://www.mcce.org">www.mcce.org</a> in the guidance e-learning center: <a href="http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf">http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf</a>)</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>5. comprehend and evaluate written, visual and oral presentations and works</p> <p>6. discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>3. exchange information, questions an ideas while recognizing the perspectives of others</p> <p>6. apply communication techniques to the job search and to the workplace</p> <p>7. use technological tools to exchange information and ideas</p>
X	<p>Goal 3: recognize and solve problems</p> <p>2. develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>6. examine problems and proposed solutions from multiple perspectives</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p>

	1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 6. explore, prepare for and seek educational and job opportunities
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**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English 4. writing formally and informally 5. comprehending and evaluating the content and artistic aspects or oral and visual presentations
Mathematics	
X Social Studies	SS6-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
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

#### **Lesson Measurable Learning Objectives:**

The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.
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#### **Lesson Formative Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLS's.</b>  <b>Assessment can be question answer, performance activity, etc.</b></p> <p>Students will share a written reflection narrative (paragraph) of Cool Stuff I Can Do generated from discussion of activities, their placement on the resume, and what character and or work traits they will continue to develop in school.</p>
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#### **Lesson Preparation**

<p><b>Essential Questions:</b>          How does one develop and demonstrate character and/or work traits?</p> <p><b>Engagement (Hook):</b>          Counselor asks, "Let's imagine we are 6 years in the future and you are about to graduate high school. What personal character traits or work habits do you need to develop and demonstrate to reach your future goals?"</p>
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**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Review the purpose of a Personal Plan of Study and what it tells about us.</li> <li>2. Display the resource file (portfolio) and discuss the importance of each item.</li> <li>3. Say, “Today’s assignment is for each of you to imagine you are a senior in high school. Write a paragraph about at least three activities you have participated in that demonstrate personal character and/or work traits, using the resource file checklist as a guide.”</li> <li>4. Walk around class to check everyone’s progress and assist students who are having difficulties.</li> <li>5. Ask volunteers to read their narrative.</li> <li>6. Closure: Review the main points of the lesson..</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will respond to basic review questions based on what they have discussed in the preceding two lessons.</li> <li>2. Students participate in discussion.</li> <li>3. Students will write a personal reflection narrative (paragraph) of activities that demonstrate their personal character and/or work traits.</li> <li>4. Students continue to work on personal reflection narrative activities.</li> <li>5. Students will volunteer to share their narratives.</li> <li>6. Closure: Students will share the main points of the lesson.</li> </ol>

**Teacher Follow-Up Activities**

The teacher will have an opportunity to review the personal reflection narratives.

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