

Unit # 1 Title: The Successful Student

Grade Level: 6-8

Number of Lessons in Unit: 4

Time Required for each lesson: 45 minutes

Lesson Titles:

Grade 6:

Lesson 1 Picturing the Successful Student

Materials and special preparation:

Markers and tape

Handout “*Characteristics/Qualities of a Successful Student*” (1 for each student group)

Lesson 2 What’s Your Style?

Materials and special preparation:

Learning style inventory or other tool to help students find their best method of learning.

<http://www.berghuis.co.nz/abiator/lsi/lsiframe.html> is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

Grade 7:

Lesson 3 Let’s Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

Study Skills Tips Handout

Test-Taking Tips Handout

Skill Cards Worksheets (you will need copies of all three worksheets for each group you plan on having: then cut and bundle the skill cards for distribution to each group)

Blank Time Management Skills, Study Skills and Test-Taking Skills Worksheets (you will need copies of all three blank worksheets for distribution to each group.)

Counselor Resource for Categorizing Skills

Grade 8:

Lesson 4 Just Checking

Materials and special preparation:

Introduction

Just Checking Checklist-Goal-Setting Sheet for backside
Tips for Setting Goals Information Sheet
 Effective Management System Tips Information Sheet
 Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school's adopted management system

Missouri Comprehensive Guidance and Counseling Domain:

AD.4 Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):

- AD.4.A.06.a.i: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. (DOK - 3)
 AD.4.B.06.a.i: Develop and practice a self-management system to promote academic success. (DOK - 4)
 AD.4.A.07.a.i: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. (DOK - 3)
 AD.4.B.07.a.i: Demonstrate and refine a self –management system to promote academic success. (DOK - 3)
 AD.4.A.08.a.i: Consistently apply a system of study skills and test-taking strategies to promote academic success. (DOK - 4)
 AD.4.B.08.a.i: Consistently apply a self-management system to promote academic success. (DOK - 4)

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 lifespan.

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 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) 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 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements

	2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 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	Reading, writing, discussion, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups; social inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does a successful student look like?
What choices do you make that impact your success as a student?
Why don't we all learn the same way on the same day?

Unit Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.
The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.
The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.
The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Unit Instructional Strategies/Instructional Activities:

 X Direct (Structured Overview, Explicit Teaching, Compare & Contrast, Guided & Shared)
 X Indirect (Problem Solving, Case Studies, Reflective Discussion, Concept Mapping)
 X Experiential (Surveys)
 X Independent Study (Essays, Learning Contracts)
 X Interactive Instruction (Brainstorming, Discussion, Think, Pair Share, Cooperative Learning, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's. Assessment can be question answer, performance activity, etc.

Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Time Management Skills, Study Skills, and Test-taking Skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Brief Summary of Unit:

Students will participate in group discussions involving time management skills, study skills, learning styles, goal-setting, and test-taking strategies.

6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.

7th Grade lesson is designed to help students become familiar with the purposes Time Management Skills, Study Skills and Test-taking Skills.

8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*.

NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.

The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.

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

Basic working vocabulary related to time management skills, study skills, and test-taking skills.

Unit #1 Title: The Successful Student

Lesson Title: Picturing the Successful Student

Lesson #: 1 of 4

Grade Level: 6

Length of Lesson: 45 min.

Missouri Comprehensive Guidance and Counseling Domain:

AD.4 Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):

AD.4.A.06.a.i: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

AD.4.B.06.a.i: Develop and practice a self-management system to promote academic 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 lifespan.

Materials (include activity sheets and/ or supporting resources)

Markers and tape

Handout “*Characteristics/Qualities of a Successful Student*” (1 for each student group)

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> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 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 7. Evaluate the extent to which a strategy addresses the problem

X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Writing, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.
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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. Learners will work in cooperative-learning groups to identify the characteristics of a successful learner. Students will identify at least five characteristics that will be most helpful for them.
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Lesson Preparation

Essential Questions: What does a successful student look like? Engagement (Hook): What does a successful student look like?
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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>NOTE: Counselor/Instructor actively encourages participation by all students and monitors student participation making note of those who do not participate. These students may be candidates for Responsive Services, e.g., small groups focusing on participation skills.</p> <ol style="list-style-type: none"> 1. Pose the following question: “What does a successful student look like?” Point out that being a successful student requires more than “looking” successful. 2. Divide students into groups and assign group member responsibilities. Give the following instructions: “Brainstorm the qualities/ characteristics of a successful student. The group recorder will write those qualities on the handout “<i>Characteristics of a Successful Student</i>.” Monitor the progress of the group and check for cooperative behavior. 3. As the students share the results of their group work, the counselor/instructor or assigned student will write the characteristics of the successful student on the chart paper. 4. Pose the questions “What one characteristic stands out as being potentially helpful for you? How might you incorporate the characteristic into your actions?” 5. During the next lesson you will analyze your learning style: how, when, where, you learn the best. Between now and then, be aware of the choices you make about where to study. 	<ol style="list-style-type: none"> 1. Class discussion 2. Students work on the project in cooperative groups of four. Assign roles: Recorder, Encourager, Monitor and Reporter. 3. Students share results with the rest of the class. 4. Students identify characteristics and give an example of when and/or how the characteristic will be used. Have students write which characteristics will be the most beneficial to them and how they will use this characteristic to improve their academic success. 5. Students reflect on choices made.

Teacher Follow-Up Activities

Counselor/instructor posts the chart with the characteristics of the successful student in the classroom.

The teacher will reinforce the qualities/characteristics of a successful student periodically throughout the year.

The teacher/counselor/students will add at least quarterly other qualities/characteristics to the chart as the year progresses.

Counselor reflection notes (completed after the lesson)

Characteristics/Qualities of a Successful Student

Your group will brainstorm qualities of a successful student. Write the qualities below and be ready to share with the class.

1: _____

2. _____

3: _____

4: _____

5: _____

6: _____

7: _____

8: _____

9: _____

10: _____

Unit #1 Title: The Successful Student

Lesson Title: What's Your Style?

Lesson #: 2 of 4

Grade Level: 6

Length of Lesson: 45 min.

Missouri Comprehensive Guidance and Counseling Domain:

AD.4 Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):

AD.4.A.06.a.i: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

AD.4.B.06.a.i: Develop and practice a self-management system to promote academic 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 lifespan.

Materials (include activity sheets and/ or supporting resources)

Learning style inventory or other tool to help students find their best method of learning.

Learning Style resources are readily available, either in print or online. It may be that the school district is using a learning styles inventory; if so, using the information gained from prior inventories will help students understand the inter-connectedness of the district's Comprehensive Guidance Program and other curriculum areas.

<http://www.berghuis.co.nz/abiator/lsi/lsiframe.html> is one free resource (this is just one example) on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

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>1 develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships and information, ideas and structures.</p> <p>7. Evaluate the accuracy of information and the reliability of its sources.</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.</p>
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	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 perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities.

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Speaking and writing: reading, evaluating information, writing formally: participating in discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.

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.

Students will complete a learning style assessment and evaluate the information gained to determine accuracy in terms of what they know about themselves as learners. They will then identify and implement strategies related to their preferred learning styles in the areas of self-management, study skills, goal setting, and test taking.

Lesson Preparation

Essential Questions:

Why don't we all learn the same way?

Engagement (Hook):

The counselor/instructor meets with three confident students in advance of the lesson (giving them instructions for the activity described as student A, B, and C). To the class, the counselor says, "Let's watch each of these students study." Student A is studying the math fact "8 x 9" by writing it repeatedly on the board. Student B is studying the math fact by saying it out loud repeatedly. Student C is studying it by using his/her fingers (1 x 9 is 9, pinky on left hand down and holding up remaining 9 fingers; 2 x 9 is 18, holding up pinky on left hand, ring finger down, remaining fingers up, etc.).

The counselor takes a poll of the class, asking: Raise your hand to indicate which of the three students is studying correctly. A? B? C? The counselor continues, "Each of these students is studying correctly depending on his or her individual learning style. Today, we are going to find out how each of **YOU** learns best."

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The counselor/instructor will assist the students in completing a learning style inventory, whether print or online. 2. Divide class by each student's learning styles. Then give groups information about strategies that work for each learning style. Ask the students to pick out those strategies that they are already using and discuss those with their group. Strategies are available on the website listed above. 3. Ask students if there are some learning techniques they haven't considered before. 4. Have students write a "What's my style and how can I maximize it?" paragraph about their individual learning styles and ways they can improve academic achievement using learning style strategies. Have students share their findings with a partner. 5. The counselor/instructor will keep copies of student learning style information for 	<ol style="list-style-type: none"> 1. Students will complete (score and interpret) inventory. 2. Students will discuss strategies that can benefit their learning. 3. Students will discuss alternative learning strategies. 4. Each student will write a paragraph regarding his or her learning style preferences and with a partners. Partners will give each other feedback about the strategies each one uses to enhance learning. 5. Students will record the results of their learning style inventory in their portfolios

future reference.	and/or another storage system for future reference.
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Teacher Follow-Up Activities

The counselor/instructor will share inventory results with classroom teacher and encourage classroom teacher to use the information or to be aware of students' learning styles.
The counselor may also wish to send copies of the information home with students to make parents aware of their student's learning styles and ways that the student can study more effectively.

Counselor reflection notes (completed after the lesson)

Unit # 1 Title: The Successful Student**Lesson Title:** Let's Review for Better Achievement**Lesson:** 3 of 4**Grade Level:** 7**Length of Lesson:** 45 min.**Missouri Comprehensive Guidance and Counseling Domain:**

AD.4 Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):

AD.4.A.07.a.i: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.

AD.4.B.07.a.i: Demonstrate and refine a self –management system to promote academic 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 lifespan.

Materials (include activity sheets and/ or supporting resources)*Sam the Slacker Story*

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

*Study Skills Tips Handout**Test-Taking Tips Handout**Skill Cards Worksheets* (Copy the three pages of the skill cards for each group. Cut, shuffle and bundle the skill cards for distribution to each group)*Blank Activity Sheets: Self-Management Skills, Study Skills and Test-Taking Skills Sheets* (One set of three for each group.)

Counselor Resource for Categorizing Skills

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 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 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 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 perspectives of

	others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require 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. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify two or more skills in each of these categories: study skills, test-taking skills, and self-management skills.

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.

Question and answer session regarding study skills, test-taking skills, and self-management skills (including the personal-planning systems students are using). Students will develop goals using two or more skills they have identified to help them improve academic achievement.

Lesson Preparation

Essential Questions:

What choices do you make that impact your success as a student?

Engagement (Hook):

Counselor/instructor will share the story of *Sam the Slacker* (or a personal story of someone

who did not make good academic choices).

(Note: change the name of Sam the Slacker if you have a student named Sam)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor/instructor will read the <i>Sam the Slacker</i> story to the students and ask students to identify the decisions/choices Sam made that resulted in his failing the science test. 2. Discuss the benefits of a planner, assignment book, a calendar, and/or a handheld device as part of a time-management system. (See handouts). What barriers might individuals face? 3. <i>Review Study Skill and Test-Taking Tips</i> Handouts 2 and 3. Ask students to identify the skills they use most frequently (and successfully.) 4. Divide students into groups of 3 or 4. Distribute the cut and bundled skill cards to each group. Have students place skill cards in the categories of study skills, test-taking skills, and self-management skills. (Note: A counselor resource guide is provided – see attachment) Be aware that there is some overlap among skills and categories. Help students justify their categorizations. 5. Referring to the “<i>Sam the Slacker</i>” story, ask students to provide decisions/choices that could have changed the story’s ending, using the skill cards and other information from the class activities. 6. Encourage students to choose two or more new skills they will use to improve their grades. Have students work in pairs to develop individual goals for improvement. Ask 3-4 students to share their plans. 	<ol style="list-style-type: none"> 1. Students will identify the decisions/choices Sam made that resulted in his failing the science test. 2. Students will discuss benefits of putting a plan in writing (e.g., organization, more time to do what they want to do, documentation for self review.) 3. Students will identify the skills they use most frequently (and successfully). 4. Students will work as members of a group to classify skill cards. They will be able to justify their responses if challenged. 5. Students review “<i>Sam the Slacker</i>” story and identify choices that Sam could have made to earn better grades. 6. Students work in pairs to identify self-management, study and test taking skills they will use to improve their grades. Students will discuss with their partners ways they can use the skills to accomplish goals they have set for

<p>7. The counselor encourages students to identify a trusted adult and ask the adult to sign the plan as a show of support.</p>	<p>themselves. Students will write their goal(s) in their planners or assignment books.</p> <p>7. Students share their goals with a trusted adult and ask the adult to be an encourager and support person. First show of support: Adult initials plan to indicate he or she has read the plan. Once the plan has been signed the adult continues to support the student in carrying through with his or her goals.</p>
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Teacher Follow-Up Activities

The classroom teacher will incorporate the use of individual planners into everyday activities. The teacher will review students' progress quarterly (refer to student grade cards) and advise counselor of anyone who needs individual and/or small group study skills remediation.

Counselor reflection notes (completed after the lesson)

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Sam the Slacker

Sam has a big test the next day. He has put off studying until the night before the science test. When he gets home, a friend calls and wants him to go to the mall. Sam decides to go, thinking he will study when he gets home. When Sam gets home, he discovers that his grandmother has stopped by his house for a visit. It would be rude not to visit with his grandmother, so Sam thinks he will study after his grandmother leaves. When his grandmother leaves, his girl friend calls and needs to talk to him about what happened to her in PE. Sam decides he will study for his test when he gets off the phone with his girl friend. When he gets off the phone, he looks in his backpack for his study guide. His backpack mess delays him. After searching for 30 minutes, he can't find the study guide and has no idea what to study for the test. He decides to call Mark, a friend in his science class, but he does not have his phone number. Mom comes and says it's time for him to go to bed and he says he still needs to study for his science test. He decides to do the best he can and starts looking at his book. It is getting late, Sam is tired, and he falls fast asleep. Since Sam stayed up so late the night before, he doesn't hear his alarm and oversleeps. He is late and doesn't have time for breakfast. Sam is stressed out and worried that he will surely fail the test. He takes the test and fails it.

Bad Decisions Summary:

He decided not to create a study plan.

He decided to go to the mall when he needed to study.

He decided to talk with his girlfriend when he needed to study.

He decided not to make the most of his study time.

He decided to have a disorganized backpack.

He decided not to learn what to study.

He decided not to have all the materials he needed in his backpack.

He decided not write down phone numbers for classmates and/or homework hotline.

He decided not to get organized before bedtime.

He decided not get a good night's sleep and not to eat a good breakfast before the test.

He decided to think negative thoughts and to be stressed and worried.

He decided not to keep his mind on the test.

Handout 1: Sample Planning Pages

[MONTH]							
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	

Mon: Assignments		Tue: Assignments		Wed: Assignments		Thur: Assignments		Fri: Assignments	
8		8		8		8		8	
9		9		9		9		9	
10		10		10		10		10	
11		11		11		11		11	
12		12		12		12		12	
1		1		1		1		1	
2		2		2		2		2	
3		3		3		3		3	
4		4		4		4		4	
5		5		5		5		5	
6		6		6		6		6	

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

HANDOUT 2

Test Taking Tips

When you get the test, look over the entire test to learn the number and type of questions. Is the test timed? If so, budget your time accordingly.

Hints for Answering Objective Questions:

Multiple Choice	<ul style="list-style-type: none"> • Read the question • Try to think of the answer before you look at the choices • Read the choices • Cross out the wrong ones • Pick the most logical answer that remains
Matching	<ul style="list-style-type: none"> • Do the ones you know first and cross them off • Do the best you can with whatever is left
Short Answer	<ul style="list-style-type: none"> • If you don't know the exact answer, write down whatever you do know that's related. You may get partial credit.
True/False	<ul style="list-style-type: none"> • Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.

Hints for Answering Constructed Response and Essay Questions:

Constructed Response/Essay	<ul style="list-style-type: none"> • Highlight or underline key words in the directions • Use prewriting strategies, such as mind maps or outlines • Rephrase the question as your topic sentence • Write facts about the key words in the question • Answer all of the question • Use complete sentences
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HANDOUT 3

Study Skill Tips

- 1. Listen actively in the classroom.**
- 2. Ask questions in class.**
- 3. Write down assignments.**
- 4. Keep track of due dates, after-school activities, and family plans with a planner/calendar.**
- 5. Ask for help before or after class.**
- 6. Have a place at home to study with appropriate materials.**
- 7. Complete your homework and hand it in on time.**
- 8. Ask your parents or others for help.**



AD 4 GRADE 7 LESSON 3

Activity Sheet 1 (page 1 of 3): Skill Cards

Cut the cards apart for students to use in categorizing the skills.)

Use an assignment book	Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas
Have phone numbers for classmates or homework hotline	Organize your locker and backpack so you can readily find what you need for class and/or studying after school.
Get organized before you go to bed	Use in-class study time and study hall time for school work (e.g., assignments or research)

Activity Sheet 1 Continued (page 2 of 3): Skill Cards

(Cut the cards apart for students to use in categorizing the skills.)

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments into smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

Activity Sheet 1 continued (page 3 of 3): Skill Cards
(Cut the cards apart for students to use in categorizing the skills.)

Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test

Keep your mind on the test

When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information

Pace yourself! Answer "easier" questions first without spending too much time on one question

Think positive thoughts and use relaxation techniques to focus your mind on questions.

If you have time, review your answers, and change answers ONLY when you are sure they are wrong.

Get a good night's sleep and eat a good breakfast before the test

Read all the directions, looking for key words and phrases

ACTIVITY SHEET 2: TIME MANAGEMENT SKILLS

Tape Self-Management Skill Cards to this grid

ACTIVITY SHEET 3: STUDY SKILLS
Tape Study Skills Cards to this grid

ACTIVITY SHEET 4: TEST-TAKING SKILLS

(Tape Test-taking Skills Cards to this grid)

Counselor's Resource for Categorizing Skills (see step 4)
STUDY SKILLS

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments into smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

TIME MANAGEMENT SKILLS

Use an assignment book	Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas
Have phone numbers for classmates or homework hotline	Organize your locker and backpack so you can readily find what you need for class and/or studying after school
Get organized before you go to bed	Use in-class study time and study hall time for school work (e.g., assignments or research)
Create a study plan	Plan for after-school activities

TEST-TAKING SKILLS

Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test	Keep your mind on the test
When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information	Pace yourself! Answer "easier" questions first without spending too much time on one question.
Think positive thoughts and use relaxation techniques to focus your mind on questions.	If you have time, review your answers; change answers ONLY when you are sure they are wrong.
Get a good night's sleep and eat a good breakfast before the test	Read all the directions, looking for key words and phrases

Unit # 1 Title: The Successful Student

Lesson Title: Just Checking

Lesson 4 of 4

Grade Level: 8

Length of Lesson: 45 min. group session with group and/or individual follow-up sessions

Missouri Comprehensive Guidance and Counseling Domain:

AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):

AD.4.A.08.a.i: Consistently apply a system of study skills and test-taking strategies to promote academic success.

AD.4.B.08.a.i: Consistently apply a self-management system to promote academic 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 lifespan.

Materials (include activity sheets and/ or supporting resources)

Introduction to the Just Checking Lesson

Just Checking Checklist-Goal-Setting activity sheet

Tips for Setting Goals information sheet

Effective Time Management System Tips information sheet

Counselor may wish to provide sample of an assignment planner, a calendar page, and/or an electronic calendar screen.

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> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 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	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity. 3. Exchange information, questions information and ideas while recognizing the perspective of others

X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements.</p> <p>3. Develop and apply strategies based on one's experience in preventing or solving problems.</p> <p>4. Evaluate the processes used in recognizing and solving problems.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>4. Recognize and practice honesty and integrity in academic work and in the work place.</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Writing, evaluating information, discussion
	Mathematics	
	Social Studies	
	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		

Lesson Measurable Learning Objectives:

The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

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.
 Students will complete the *Just Checking Checklist* to assess the degree of their use of a personal management system.
 Students will set goals for themselves based on the results of the *Just Checking Checklist* and will identify steps they need to use to accomplish their goals to improve academic achievement.

Lesson Preparation

Essential Questions:
 What choices do you make that impact your success as a student?

Engagement (Hook):
 Counselor/instructor will read the *Introduction to the Just Checking Lesson*.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After reading the “<i>Introduction to Just Checking Lesson</i>” 2. Ask students to write their definitions of a “management system” (think), discuss their writing with their partners (pair/share). Large Group (Public) Sharing: Generate a public list of definitions. Link students’ definitions of management system to individual differences in planning/self-management styles. 3. Distribute Effective Management Tips (Handout 1) to students. Allow time for students to read handout and to formulate questions and/or comments. Provide opportunity for students for students to ask questions and make comments about components of effective time-management systems. Ask students to compare their current time-management system to those listed on the handout. NOTE: If your district has adopted a planner system for students (e.g. Franklin Covey Student Planners), use that system for this lesson. 4. Hand out the <i>Just Checking Checklist</i> and ask students to complete it using their personal management system as the basis for completion of the checklist. 5. Using the <i>Tips for Setting Goals</i> information sheet as a basis for discussion, ask students to set realistic goal(s) based upon perceived strength and weaknesses from student checklists. 	<ol style="list-style-type: none"> 1. Students will divide into groups of two to think/pair/share. 2. Students will write their definitions of management system (Think on own); discuss writing with a partner (Pair/Share); and contribute to the public list of definitions. 3. Students identify and discuss any discrepancies between the model and their personal management systems. 4. Students will complete the checklist (think on own); discuss results with their partners (Pair/Share). 5. Students will determine goals and write them on the checklist with steps for achieving the goals. Set a goal... Take The steps... GET IT DONE!!

Teacher Follow-Up Activities

Teacher determines 4 to 5 follow-up dates for filling out subsequent checklists to assess student progress toward goals. This can be done daily or weekly for a prescribed period of time. Teacher will facilitate student reflection on progress and work with him/her to set a new goal based on checklist information.

Counselor reflection notes (completed after the lesson)

Counselor Resource

Introduction to "Just Checking" Lesson

School and homework! Activities and chores! Sleeping and eating! Ack! Do you feel that everything is piling up? Are you out of control!?!

Wouldn't it all be easier if time were like a DVD that you could slow down, speed up, fast-forward, or rewind? Or have you wished that time was like an arcade game, and when your time was up, you could just drop in some change and get more?

Well we can't change the speed of time or get more. What we CAN do, however, is manage our use of the 24 hours each of us is given everyday of our lives. This means that we:

- Consider everything we HAVE to do and WANT to do.
- Understand how much time each activity will take.
- Make a plan that helps us get through the day, week, or month without running around like a total wacko!

Hold your hand up if the "Out of Control Time Monster" is taking over your life... I have news for you... You can control your Time Monster, AND...If you learn to tame the time monster, you might be surprised at how much you can get done. The real reward, however, is that you'll probably feel less stressed, make better grades, and be happier. Wouldn't that be nice? ☺

Handout

Effective Time Management Tips

The Key to Success in Middle School/Junior High

What management system are you using now? Even if you think you don't, you do have a system in place. How does your system measure up against the following system?

Do you:

- * Use your planner everyday
- * Review your planner every week at the beginning of the week to help plan your week
- * Write down something in your planner for every subject (e.g., homework for the next day, assignments for the week {pages to read, questions to answer, and date assignments are due}, upcoming test dates and special project due dates, etc.)
- * Write clearly and neatly.
- * Refer to your planner before you go home at the end of the day to make sure you have everything you need (necessary books, folders, study guides, class notes)
- * Set weekly goals for yourself and write them down in your planner.
- * List helpful resources in your planner (e.g., websites, phone numbers of study buddies, homework hotline information, etc.)
- * Schedule time in your planner to study for each test
- * Set aside a homework time everyday with no distractions—no phone, no TV
- * If there is no specific assignment, you can read over your class notes, make math flash cards, or READ!
- * Use study halls to study
- * Ask for help as soon as you realize you don't understand
- * Keep all assignments, handouts, tests, etc., that are given back
- * Always record assignments as soon as they are given
- * Always use study time
- * Form a study group
- * Take notes and keep them organized and labeled
- * Do your best on every assignment

Just Checking Checklist

Rate your use of the following components on a scale of 1-5, using your current management system.

I never do it.	I do it once in awhile (making progress).	I do it sometimes for some classes.	I do it sometimes for all classes.	I do it every day for all classes.
1	2	3	4	5

1. I write my assignments in my planner, including pages to read, questions to answer, and date assignments are due.

1	2	3	4	5
---	---	---	---	---

2. I understand what I have written in my planner.

1	2	3	4	5
---	---	---	---	---

3. I use my planner to get necessary books/materials home.

1	2	3	4	5
---	---	---	---	---

4. I write important test dates/project due dates on my master calendar.

1	2	3	4	5
---	---	---	---	---

5. I review my planner before the start of the week and plan my week.

1	2	3	4	5
---	---	---	---	---

6. I write down my weekly goals. (*Goals written are more likely attained.*)

1	2	3	4	5
---	---	---	---	---

7. I list helpful resources in my planner, such as websites, phone numbers of study buddies, homework hotline information, etc.

1	2	3	4	5
---	---	---	---	---

8. I schedule time in my planner to study for each test.

1	2	3	4	5
---	---	---	---	---

What is working well for you?

Tips for Setting Goals

1. Goals must be clear and describe exactly what you want or will do.
2. Goals must be personal. They must be about you, not someone else.
3. Goals must be measurable. You need to know when you have achieved your goal.
4. Goals must have realistic time limits.
5. Goals must be manageable. Divide big goals into several, attainable goals or tasks. This will enable you to experience results in a shorter period of time and will help you feel like you are making progress.
6. Goals must be stated in positive rather than negative terms. (I *will* do something rather than I *won't* do something.)
7. Goals must be written down. People are more likely to achieve goals that are in writing. Written goals can be reviewed regularly, and have more power. Like a contract with yourself, they are harder to neglect or forget.

Goal Setting Activity Sheet

Think about what you need to do differently to attain success as a student. Set goal(s) and take action, be the successful student you are meant to be.

GOAL 1: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

GOAL 2: _____

What action steps will you take to accomplish your goal?

Step 1 _____

Step 2 _____

Step 3 _____

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self-efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: The Successful Student		SUGGESTED UNIT TIMELINE: 4 Lessons				
<p>Students will participate in group discussions involving self-management skills, study skills, learning styles, goal-setting, and test-taking strategies.</p> <p>6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.</p> <p>7th Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills.</p> <p>8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, <i>Getting Your Grades Together</i>.</p> <p>NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use <i>Getting Your Grades Together</i> for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.</p> <p>The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.</p>		CLASS PERIOD (min.): 45 minutes each				
ESSENTIAL QUESTIONS:						
1. What does a successful student look like?						
2. What choices do you make that impact your success as a student?						
3. Why don't we all learn the same way on the same day?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will describe five qualities and/or characteristics of a successful student.		AD.4.A.06.a.i: Develop and practice study skills		RI.6.1 RI.6.4	AD A Students will	DOK – 3

		<p>and test-taking strategies specific to each academic area and identify available resources.</p> <p>AD.4.B.06.a.i: Develop and practice a self-management system to promote academic success.</p> <p>AD.4.A.07.a.i: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.</p> <p>AD.4.B.07.a.i: Demonstrate and refine a self-management system to promote academic success.</p> <p>AD.4.A.08.a.i: Consistently apply a system of study skills and test-taking strategies to promote academic success.</p> <p>AD.4.B.08.a.i: Consistently apply a self-management system to promote academic success.</p>		<p>W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6</p>	<p>acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>DOK – 4</p> <p>DOK – 3</p> <p>DOK – 3</p> <p>DOK – 4</p> <p>DOK – 4</p>
2. The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.		<p>AD.4.A.06.a.i AD.4.B.06.a.i AD.4.A.07.a.i AD.4.B.07.a.i AD.4.A.08.a.i AD.4.B.08.a.i</p>		<p>RI.6.1, 4 W.6.1, 2 SL.6.1 L.6.1-6</p>	AD A	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4</p>

3. The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.		AD.4.A.06.a.i AD.4.B.06.a.i AD.4.A.07.a.i AD.4.B.07.a.i AD.4.A.08.a.i AD.4.B.08.a.i		RI.7.1 RI.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4
4. The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.		AD.4.A.06.a.i AD.4.B.06.a.i AD.4.A.07.a.i AD.4.B.07.a.i AD.4.A.08.a.i AD.4.B.08.a.i		RI.8.4 W.8.1 W.8.10 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4
ASSESSMENT DESCRIPTIONS*: <i>Getting Your Grades Together</i> survey and performance activity. Summative Assessment will take place during the 8 th grade lesson. Learners will assess their own study skills via the <i>Getting Your Grades Together</i> survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Self-Management Skills; Study Skills, and Test-taking skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction					
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement Grade 8: Lesson 4 Just Checking					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement Grade 8: Lesson 4 Just Checking				
	<u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview (Ls. 4) <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 4) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls.2- 4) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3-4)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 3) <input checked="" type="checkbox"/> Case Studies (Ls. 3) <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls.1-2-3- 4) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping(Ls. 3) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls.2- 4)	<u>Independent Study</u> <input checked="" type="checkbox"/> Essays (Ls. 2) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input checked="" type="checkbox"/> Learning Contracts (Ls. 4) <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1-3-4) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1-4) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 3) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr6-8-Unit1.pdf http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr6-8-Unit1.doc Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from					

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Great Expectations!**Grade Level:** 6 & 7**Number of Lessons in Unit:** 2**Time Required for each lesson:** 50 minutes**Best time of year to implement this Unit:** 1st Quarter**Lesson Titles:****Grade 6:****Lesson 1:** Sixth Grade is a Ball!

Materials/Special Preparations Required:

11 Soft Nerf-like Balls

Homework and Activity Log

Student Planners, Agenda or Assignment Notebooks

Counselor will need to have teacher distribute Log Activity Sheets to students the day before this lesson.

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)**Grade 7:****Lesson 2:** Get Ready, Get Set, Get Organized!

Materials/Special Preparations Required:

Student Planners, Agenda or Assignment Notebooks (daily, weekly & monthly)

Index Cards

Projection or visual display: Goal Suggestions

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)**Missouri Comprehensive Guidance and Counseling Domain:**

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLSs):

AD.5.A.06.a.i: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. (DOK Level – 4)

AD.5.A.07.a.i: Recognize ongoing academic expectations and develop strategies to meet increased demands. (DOK Level – 3)

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.

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
---	---

	6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 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 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X Mathematics	Data analysis, probability and statistics
Social Studies	
Science	
X Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Unit Essential Questions:

How do people prepare for the unknown?

Unit Measurable Learning Objectives:

The student will complete the homework and activity log to compare how activities **have** changed from last year and will change again next year.

The student will write three transition goals and discuss them with their peers.

Unit Instructional Strategies/Instructional Activities:

- ☒ Direct (Compare & Contrast; Demonstrations)
- ☒ Indirect (Reflective Discussion)
- ☐ Experiential
- ☒ Independent Study (Learning Logs)
- ☒ Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

Students will address transition from grade to grade by completing the *Homework Activity Log* and writing three goals for transitioning.

Brief Summary of Unit: Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence the success of their transitioning process.

Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. Activity logs and related logs and utilization of personal planners will help in transitioning from grade level to grade level.

In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools to meet academic expectations at one grade level while preparing to make the transition to the next grade level.

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

The steps to solving a problem, analyzing information, setting goals and refining goals.

Vocabulary: Transition, Planners, Agenda, Rubric

Unit # 1 Title: Great Expectations!

Lesson Title: Sixth Grade is a Ball!

Lesson: 1 of 2

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):

AD.5.A.06.a.i: Recognize ongoing academic expectations and develop strategies to meet increased demands.

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)

Soft Nerf-like Balls (11)

Homework and Activity Log for each student (classroom teacher will distribute explain these logs to students the day before the lesson.)

Student planners, agenda or assignment notebooks

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

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 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

Academic Content Area(s)

Specific Skill(s)

Communication Arts	Writing formally (such as reports, narratives, essays)
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X		and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *Homework and Activity Log* to compare how activities changed from last year, and will change again next year.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

Students will create a *Homework and Activity Log*

Previous learning about setting goals and using individual planners will be assessed using the *Planner Usage Rubric* as a measurement periodically throughout the year.

Lesson Preparation**Essential Questions:**

What is the process of transitioning? Why is it important?

Engagement (Hook):

Have a variety of small soft (Nerf like) balls labeled with the following: homework for science, math, (1 for each core subject), eating, sleeping, home chores, free time, sports, clubs and travel time. Choose a volunteer from the class to demonstrate the process of juggling the balls. Explain that he or she will catch the balls tossed to them without dropping any or putting any of them down. Begin to toss the balls slowly to the student, naming the balls as you toss them until all balls have been tossed to the student. Remind student that all balls need to keep moving during the demonstration.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. After the juggling demonstration (lesson	1. Students will note that there were too

<p>engagement hook), the counselor will ask the students to describe what just happened.</p> <p>2. The counselor will have students complete the <i>Homework and Activity Log</i> and give them approximately 10 minutes to list several activities for each column.</p> <p>3. The counselor will ask the students for examples of activities that were recorded on the <i>Homework and Activity Log</i>. The counselor will act as the recorder and list the activities that the students give on the board.</p> <p>4. The counselor will ask the students to relate the ball activity to the activities listed on the board and on their Logs. Discussion may include: total time doing homework, scheduled activities and free time activities, and how they had to plan in order to get all activities done after school and before bedtime last night.</p> <p>5. The counselor will ask what students feel they will do differently next year.</p> <p>6. The counselor will ask students what they could have done differently to alleviate problems.</p> <p>7. The counselor will ask students to examine their logs and note where different choices are necessary.</p> <p>8. The counselor will discuss the need for planning, so that students are not overwhelmed with what they must accomplish and what they want to do each year.</p> <p>9. Point out that: planning is a skill and that can be learned; making transitions from grade to grade and level to level (Elementary to Middle School to High School) requires the individual to plan for the unknown. Being</p>	<p>many balls to catch and keep moving.</p> <p>2. Students will complete <i>Homework and Activity Log</i>.</p> <p>3. Students will report activities they listed on their <i>Homework and Activity Log</i>, noting time for each.</p> <p>4. Students will need to look at activities they listed on the board. Students will talk with a partner about activities that did not get done, and what he or she did instead. Discuss how their use of time may change next year and how it was different from last year.</p> <p>5. Students will share problems they had getting everything accomplished and discuss the previous year and next year.</p> <p>6. Students will discuss strategies that would have alleviated the problems.</p> <p>7. Students will examine their logs for specific problems and note where changes are needed.</p> <p>9. Students will continue to work on planning.</p> <p>9. Students discuss how to be a successful planner and how to adapt to the changes they will face during the next school year.</p>
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able to make meaning of ambiguity (the unknown) is a skill of effective transitioning.	
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Teacher Follow-Up Activities

Teachers will follow-up by working with students on planners, and on planning good use of time.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess effect use of the student planner, agenda, or assignment notebook. Students will complete the rubric to show how effectively they are utilizing their planner, agenda or assignment notebook. The counselor will determine which weeks will be used to complete the rubric. The rubrics will be distributed every two weeks, or once a month, and returned to the counselor. Rubrics should be completed by the student based on their own planner and, if possible, reviewed by at least one other person (e.g. teacher, parent, or fellow student).

Counselor reflection notes (completed after the lesson)

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Homework and Activity Log

Name _____ Date _____

Directions: In the second column list the homework time, and the activities that you do after school this year. In the third column, list a sample of what you did last year. In column four, list what you think your homework and activities will be next year.

After School Time	This Year	Last Year	Next Year
2:30 - 3:00			
3:00 - 3:30			
3:30 - 4:00			
4:00 - 4:30			
4:30 - 5:00			
5:00 - 5:30			
5:30 - 6:00			
6:00 - 6:30			
6:30 - 7:00			
7:00 - 7:30			
7:30 - 8:00			
8:00 - 8:30			
8:30 - 9:00			
9:00 - 9:30			
9:30-10:00			
10:00-10:30			
10:30-11:00			

This rubric is designed to be used by students as a self-assessment mechanism, and may also be utilized by counselors and classroom teachers throughout the year.

Planner Usage Rubric

Student's Name: _____ **Weeks Of:** _____
(School Counselor decides "Weeks Of")

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information	Usually has information with 1 or 2 components missing	Occasionally has the planner completed	Rarely has assignment notebook completed
Long-term assignments	Consistently has long-term assignments listed each day until due	Usually has long-term assignments listed at least 2 days before due	Has long-term assignments listed on 1 day before due or on due date	Rarely has long-term assignments recorded
Test dates	Consistently has test dates listed each day until test	Usually has test dates listed as least 2 days before test	Has test dates listed 1 day before test or on test date	Rarely has test dates recorded
Extracurricular Activities (if applicable)	Consistently has scheduled extracurricular activities recorded	Usually has scheduled extracurricular activities recorded	Occasionally has scheduled extracurricular activities recorded	Rarely has scheduled extracurricular activities recorded
Scheduled homework time	Consistently has scheduled homework time in planner	Usually has scheduled homework time in planner may be missing 1 or 2 days	Occasionally has scheduled homework time in planner	Rarely has scheduled homework time in planner

Name(s) of those assessing student with *Planner Usage Rubric*:

Name: _____ **Date:** _____

Name: _____ **Date:** _____

Unit # 1 Title: Great Expectations!

Lesson Title: Get Ready, Get Set, Get Organized!

Lesson: 2 of 2

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):

AD.5.A.07.a.i: Recognize ongoing academic expectations and develop strategies to meet increased demands.

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)

Student planners, agenda or assignment notebooks (daily, weekly & monthly)

Index cards

Visual display on goal suggestions

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

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 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 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 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health(such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write three transition goals and discuss them with their peers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.
Assessment can be question answer, performance activity, etc.

Have students turn in goal cards with three transition goals. Students should write on the back of their goal card how they plan to meet their goals.

Lesson Preparation

Essential Questions:

What is the process of transitioning and why is it important?

Engagement (Hook):

The counselor should enter the classroom acting in a disorganized manner. Prior to the lesson, the counselor will let the teacher know that class will begin with a demonstration of what it looks like to be disorganized. (Papers flowing out of books, arriving late, don't have the correct supplies for the lesson).

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The counselor will ask the students what, organizational skills they noticed were missing when the counselor entered the room. 2. The counselor will ask students to point out what the counselor could have done differently, to appear organized when he/she came to class. 3. The counselor will remind students that they have an organizational tool they can use each day. The counselor will instruct the students to open their planners, agenda or assignment notebook. Facilitate a discussion about differences between daily, weekly and monthly planning. The counselor will present suggestions for keeping track of each kind of assignment: daily, weekly or monthly. Adjustments may need to be made as they transition each year. <p>The counselor will pose following questions.</p> <ol style="list-style-type: none"> a) Do you use your planner? How often? b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them? c) For long-term assignments do you identify/list the steps to take to complete the assignments? <ol style="list-style-type: none"> 4. The counselor will provide an index card for each student and instruct students to write three transition goals for next year. Remind students that goals need to be achievable, measurable, and fit a specific time frame for completion. The effective use of a planner may also be discussed. <p>The counselor will ask students to think about how they can reach their goals (plan),</p>	<ol style="list-style-type: none"> 1. Students will orally state the organizational skills they noticed were missing. 2. Students will orally provide organizational skills that should have, or could have helped the counselor come to class more organized. 3. Students will have planners out and will critique (review) their own planner according to the questions being asked. 4. Students will write their three goals on the index card. Students will then discuss their ideas with a partner. <p>Students will share goals with the rest of the class.</p>

and who can help (resources). Remind students who successfully use their planners that maintaining effective use of the planner may be a goal. Students will then explain goals and action plans with their partner.	
5. Counselor will discuss transition goals and why they are needed.	5. Students will participate in the discussion of the need for transition goals.

Teacher Follow-Up Activities

All teachers will be made aware that each student has set a goal to improve or maintain use of his or her planner as an aid to succeeding as a student. (Some students may need only to maintain effective use of the planner.)

Suggestion:

Counselor can periodically check for use of planning strategies to accomplish goals before beginning guidance lessons.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess the use of the student planner, agenda, or assignment notebook. Students will complete the rubric to assess how well they are utilizing their planner, agenda or assignment notebook. The counselor will determine which weeks will be used to complete the rubric. The rubrics will be distributed every two weeks, or once a month, and returned to the counselor. Rubrics should be completed by the student based on their own planner and, if possible, reviewed by at least one other person (e.g. teacher, parent, or fellow student).

Counselor reflection notes (completed after the lesson)

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This rubric is designed to be used by students as a self-assessment mechanism, and may also be utilized by counselors and classroom teachers throughout the year.

Planner Usage Rubric

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Name(s) of those assessing student with *Planner Usage Rubric*:

Name: _____ **Date:** _____

Name: _____ **Date:** _____

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Great Expectations! Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process. Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. <i>Activity Logs</i> and related materials, including utilization of personal planners, will help with transitioning from grade level to grade level. In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools, allowing students to meet academic expectations at one grade level while preparing to make the transition to the next grade level.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD: 50 minutes each				
ESSENTIAL QUESTIONS: 1. How do people prepare for the unknown?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete the homework and activity log to compare how activities change from last year and will change again next year.		AD.5.A.06.a. Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.		SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 4
		AD.5.A.07.a. Recognize ongoing academic expectations and develop strategies to meet increased		L.7.1 L.7.2 L.7.3 L.7.4 L.7.5		Level 3

		demands.		L.7.6 6.SP.1 6.SP.4 6.SP.5.a		
2. The student will write three transition goals and discuss them with their peers.		AD.5.A.06.a. AD.5.A.07.a.		W.6.2 W.6.4 W.7.2 W.7.4 SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.2	AD A AD A	Level 4 Level 3
ASSESSMENT DESCRIPTIONS*:						
Students will address transition by completing the <i>Homework Activity Log</i> and writing three goals for transitioning.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)!				
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!				
	<u>Direct:</u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast (Ls. 1) Didactic Questions Demonstrations (Ls. 1) Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	<u>Experiential:</u> _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	<u>Independent Study</u> _____ Essays _____ Computer Assisted Instruction _____ Journals ___X___ Learning Logs (Ls. 1, 2) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	<u>Interactive Instruction</u> _____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming (Ls. 2) ___X___ Peer Partner Learning (Ls. 2) ___X___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
UNIT RESOURCES: (include internet addresses for linking) http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr6-7-Unit1.pdf http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr6-7-Unit1.doc Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit 1 Title: Moving On...Transitioning to the High School

Grade Level: 8

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: second semester

Lesson Titles:

Lesson # 1: Give Yourself Some Credit

Materials/Special Preparations Required

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options

Pencil/paper or index cards for each student

Lesson # 2: Options and Extras!!! Learn All About It!!!

Materials/Special Preparations Required – Students will bring the following materials that were distributed during Lesson 1:

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options

Core / Elective Activity Sheet

Checklist / Short Answer Questionnaire

Questions about High School Activity Sheet

Student questions from previous lesson

Missouri Comprehensive Guidance and Counseling Domain:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):

AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school (DOK Level – 2)

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.

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 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do you feel about new experiences?

Unit Measurable Learning Objectives:

The student will identify five skills necessary to transition to high school.

The student will list three questions they have about high school based on the results of their checklist.

The student will confirm their understanding of graduation requirements, credits, core classes, and electives, and GPA by completing the *Moving On Checklist*.

The student will list five extra-curricular activities they are interested in.

The student will list three questions they have about high school based on the results of their checklist.

Unit Instructional Strategies/Instructional Activities:

X Direct (Structured Overview; Lecture; Compare & Contrast)

X Indirect (Inquiry; Writing to Inform; Concept Formation)

 Experiential

X Independent Study (Homework)

X Interactive Instruction (Discussion; Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLSS
Assessment can be question answer, performance activity, etc.**

Checklist/Short Answer Questionnaire (Found in Lesson 2)

True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented It is advised that the counselor meet with each student individually to develop and/or finalize each student's Personal Educational Plan.

Brief Summary of Unit:

Students will explore the similarities and differences between middle and high school and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities

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

Students will need to know the elements of planning for future (e.g.: goal-setting), how to complete the selected graphic organizer, the local organizational structure of middle school and high school (e.g.: block scheduling). They will need to have heard information about high school from other sources.

Unit 1 Title: Moving On...Transitioning to High School

Lesson Title: Give Yourself Some Credit

Lesson: 1 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):

AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school.

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)

District high school level course description book
 High school graduation requirements
 Extracurricular offerings
 Props for Hook
 Sample completed *Personal Plan of Study (Four Year Plan)* for all post secondary options
 Pencil/paper/index card for each student

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 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five skills necessary to transition to high school.

The student will list three questions they have about high school based on the results of their checklist.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

The final assessment (checklist) for this lesson will be completed at the end of lesson 2.

Lesson Preparation**Essential Questions:**

How do you feel about new experiences?

Engagement (Hook):

(Counselor wears cap and gown like one that would be worn at their high school's graduation ceremony.) What do these items represent? Is this the end of transition in life? (Counselor could have a variety of props to demonstrate the ongoing transitions in life (a business suit or Master's hood, or other professional apparel or accessories).

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The counselor will ask the students to compare and contrast the similarities and differences between middle school and high school using a graphic organizer (such as a Venn Diagram, T chart, etc.) either individually or in small groups. 2. The counselor will facilitate a discussion of the information presented by students from the graphic organizers. <p>The counselor will distribute copies of the individual planning guide/course description booklets, high school graduation requirements, extra curricular</p>	<ol style="list-style-type: none"> 1. Using current knowledge, students will complete the selected graphic organizer to compare middle school and high school. 2. Students actively participate in counselor-facilitated discussion. All students are encouraged to respond with what they already know about high school from a variety of sources.

offerings, and sample completed Personal Plan of Study for all post secondary options. Discussion will include graduation requirements, credits, class choices (core/electives), extracurricular options, and requirements/guidelines specific to your district.	
3. The counselor will lead the class in a discussion specific to graduation requirements and earning of credits.	3. Students will ask questions for clarification.
4. To close the lesson, the counselor will ask students to discuss graduation requirements with a partner and identify one thing they learned and one thing about which they still have questions. The counselor will direct students to record responses for submission. (The counselor will save the questions submitted to refer to in the next lesson. It will be helpful for the counselor to review the students' questions before the next lesson so resources can be located to answer specific questions.)	4. Each student will discuss with his/her partner what was learned today and one thing he or she still want to learn. Students will record responses on a index card or notebook paper and turn in to the counselor.
5. Counselor will ask students to keep the distributed materials (individual planning guide/course description booklet, graduation requirements, etc...) for use during lesson 2. Students are encouraged to review the material on their own time, and bring the material back for use during lesson 2.	5. Students will review material to generate questions for lesson 2.
6. Counselor will distribute question worksheet.	6. Students will write three questions they have about high school.

Teacher Follow-Up Activities

The teacher will review the information from the lesson with students throughout the week.

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: Moving On...Transitioning to High School

Lesson Title: Options and Extras!!! Learn All About It!

Lesson: 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):

AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school.

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)

Students will bring the following materials that were distributed in lesson one:

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed *Personal Plan of Study (Four Year Plan)*. for all post-secondary options

Core/Elective Activity Sheet

Checklist/Short Answer Questionnaire

Questions about High School Activity Sheet

Student questions from previous lesson

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 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Participating in formal and informal presentation and
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Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

		discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the *Moving On* checklist.

The student will list five extra-curricular activities they are interested in.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

Self-assessment using *Checklist/Short Answer Questionnaire*

Lesson Preparation

Essential Questions: What is the process of transitioning and why is it important?

Engagement (Hook): Use a variation of the hook from lesson #1 (e.g., recording of *Pomp and Circumstance*, diploma, photos of graduates throwing hat in the air).

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The counselor will review information from the previous lesson. Review peer sharing about what students learned and what they still wanted to know. The counselor will address questions (written on index cards) that arose in the previous lesson by answering specific questions or referencing the questions when new material is presented in this lesson. 2. The counselor will have students open the course description book and discuss the differences such as core and elective 	<ol style="list-style-type: none"> 1. Students will ask questions that arose during peer discussion. 2. Students will use the <i>Core/Elective Activity Sheet</i> to identify courses required of all students and elective courses related to a

<p>credits, fine arts and practical arts. .</p> <p>3. The counselor will introduce extra-curricular activities and how they support academics. Relate credits, grade point average, and participation in extra-curricular activities to total success (i.e. all work and no play makes Jack a dull boy.).</p> <p>4. The counselor will distribute the <i>Moving On.....Transitioning to the High School Checklist</i>. The counselor will collect the Checklists upon completion, and review each one before meeting individually with students to develop and/or finalize each student's <i>Personal Plan of Study</i>. Counselor will address additional questions during the individual meeting.</p>	<p>current career goal.</p> <p>3. Participate in discussion and ask questions as needed.</p> <p>4. Student will complete the worksheet <i>Moving On.... Transitioning to the High School Checklist</i>. And turn it in to the counselor. Students will make appointments with the school counselor to develop and/or finalize his/her <i>Personal Plan of Study</i>. Between the end of lesson 2 and the appointment with the counselor, the student will begin the development of his/her <i>Personal Plan of Study</i>. Ideally, the students will involve his/her parents in this process.</p>
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Teacher Follow-Up Activities

Review the information discovered during classroom guidance lesson with the classroom teacher.

Optional Follow Up Activity: Counselor will either meet with parents individually or as a group to discuss the student's *Personal Plan of Study*.

Counselor reflection notes (completed after the lesson)

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Name: _____

Date: _____

Core or Elective?

Core Courses
(required of all students)

Elective Courses
(related to current career goals)

Academic Area	Course Title	Academic Area	Course Title

Name: _____

Date: _____

Moving On...Transitioning to the High School

Checklist

Read each statement below and mark the appropriate column.

1 = Yes

2 = No

3 = I need more information

Statements	YES	NO	Need Info
1. I know how many credits are required for graduation from high school.	1	2	3
2. I know what a credit is.	1	2	3
3. I know the difference between a core class and an elective class.	1	2	3
4. I know what a grade point average is.	1	2	3

List 5 extracurricular activities that are offered at the high school. Mark with asterisk (*) the activities of interest.

Name: _____

Date: _____

Questions About High School

List questions you have about High School:

[illegible]

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy.” This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Moving On...Transitioning To High School Students will explore the similarities and differences between middle and high school, and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD: 50 minutes each				
ESSENTIAL QUESTIONS: 1. How do you feel about new experiences?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five skills necessary to transition to high school.		AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school.		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the <i>Moving On</i> checklist.		AD.5.A.08.a.i		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6 RST.6-8.2 RST.6-8.4	AD A	Level 2

3. The student will list five extracurricular activities they are interested in.		AD.5.A.08.a.i		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2
4. The student will list three questions they have about high school based on the results of their checklist.		AD.5.A.08.a.i		SL.8.1 SL.8.2 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD A	Level 2
ASSESSMENT DESCRIPTIONS*: Checklist / Short answer questionnaire True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented It is advised that the counselor meet with each student individually to develop and/or finalize each student's Personal Educational Plan.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons:					
2	Lesson 1 Give Yourself Some Credit					
3	Lesson 2 Options and Extras!!! Learn All About It!!!					
4						

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons:				
2	Lesson 1 Give Yourself Some Credit				
3	Lesson 2 Options and Extras!!! Learn All About It!!!				
4					
	<u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview (Ls. 1) <input checked="" type="checkbox"/> Lecture (Ls. 1) <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 1, 2) <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 1, 2) <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework (Ls. 1) <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr8-Unit1.pdf http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr8-Unit1.doc Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit 1 Title: Poppin' Personal Plan of Study (PPS)

Grade Level: 6

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Early Fall Semester

Lesson Titles:

Lesson 1: Life Lingo

Materials/Special Preparations Required:

Help Wanted Story

Life Lingo Activity Sheet (vocabulary list, *Match the Lingo Activity*)

Match the Lingo Answer Sheet

Lesson 2: Cool Things I've Done

Materials/Special Preparations Required:

Sample Personal Plan of Study for projection display

Sticky notes – one color for each group

Pages for each component of a Personal Plan of Study: one set for each small group (8 ½"x 11" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements

Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)

(Samples of the PPS are available on www.mcce.org in the guidance e-learning center: <http://www.missouricareereducation.org/project/individualplan>)

Lesson 3: Cool Stuff I Can Do

Materials/Special Preparations Required:

Sample Resource file (portfolio)

(Samples of Resource files are available on www.mcce.org in the guidance e-learning center:

<http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf>)

Missouri Comprehensive Guidance and Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Standard (GLS):

AD.6.A.06.a: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

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 and career.

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 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts a 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 2. review and revise communications to improve accuracy and clarity 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 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 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 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 8. explore, prepare for and seek educational and job opportunities

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 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects or oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do past experiences contribute to your future?
 How does what you study in school relate to careers?

Unit Measurable Learning Objectives:

The student will define and analyze 16 vocabulary terms related to-PPS.
 The student will identify five components that are found on a personal plan of study.
 The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.
 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.

Unit Instructional Strategies/Instructional Activities:

☒ Direct (Explicit Teaching; Drill & Practice; Guided & Shared-Reading, Listening, Viewing, Thinking)
☒ Indirect (Case Studies)
☐ Experiential
☒ Independent Study (Journals)
☒ Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's.

Assessment can be question answer, performance activity, etc.

Students will share a written reflection narrative (paragraph) of *Cool Things I Can Do* generated from discussion of activities and what character and or work traits they will continue to develop in school.

Brief Summary of Unit:

Students will learn vocabulary related to a resource file (portfolio) and PPS, the purpose and parts of a PPS, and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.

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

Students need to have an understanding of the career paths as they relate to their future goals for the future.

Unit 1 Title: Poppin' Personal Plan of Study

Lesson Title: Life Lingo

Lesson 1 of 3

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.6 Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):

AD.6.A.06.a. Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):

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.

Materials (include activity sheets and/ or supporting resources)

Help Wanted Story
Life Lingo Vocabulary handout
Matching Activity Page

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 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 2. Review and revise communications to improve accuracy and clarity
	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 3. Reading and evaluating nonfiction works and material
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will define 16 vocabulary terms related to developing a personal plan of study.

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 complete a vocabulary matching activity sheet.

Lesson Preparation**Essential Questions:**

What specialized vocabulary words help people understand a personal plan of study?

Engagement (Hook):

Read the *Help Wanted* Story to students.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Read introductory <i>Help Wanted</i> story aloud and have students paraphrase what was read.	1. Student paraphrase story and vocabulary meanings.
2. Introduce vocabulary list. Ask students to put an asterisk (*) next to terms they know and a question mark next to terms unknown to them. Work in pairs to define each others unknown terms and make a list of terms neither student knows. Give definitions and encourage students to offer examples of how each word could be used in a sentence.	2. Students will work in pairs to aid comprehension of vocabulary.
3. Assess vocabulary comprehension via the <i>Life Lingo Vocabulary</i> handout.	3. Students complete activity sheets in class.
4. Read <i>Help Wanted</i> story again and ask students to put the story in their own words.	4. Students paraphrase story to demonstrate understanding of vocabulary words.
5. Closure: Review the main points of the lesson.	5. Closure: Students will share the main points of the lesson.

Teacher Follow-Up Activities

The teacher will review the vocabulary used during the lesson.

Counselor reflection notes (completed after the lesson)

HELP WANTED!!!

Sally decided it was time for a career change! She likes her volunteer work as a part of a local community service organization at the hospital, but the job really doesn't allow her to show her special skills and it doesn't match her personality and interests.

She knows she has excellent communication skills, some special training in animal care from working on her grandfather's farm, and has learned some really cool stuff through her family experiences at Joey's Petting zoo. Hey! She was even an official member of the Ranger Rick Club and has won several 4-H awards.

Her work history made her a perfect applicant for an assistant to the local veterinarian. She would love cleaning cages and helping to care for the animals. She may need further training or to study a specific subject in school to better prepare for this job?

After investigating what she still needs to learn and she what training is available she develops a plan to get the skills she needs. She can't wait to get started on her plan so she able to get this job she wants.

Life Lingo

career path	training/education
personal plan of study	awards
volunteer or community service work	requirements for MS
communication skills	objective
extra-curricular activities	organizations
work history	special skills
academic strengths	family experiences
school subjects	high school requirements

Read the definition. Write the word that matches the definition on the line.

- | | |
|-------|---|
| _____ | a long term job or chosen work area |
| _____ | groups formed with a common goal |
| _____ | honors given for doing something well |
| _____ | classes you need to complete in middle school |
| _____ | activities in which you participate with your family
(examples: family nights, vacations, babysitting) |
| _____ | knowledge or ability to do things others may not
be able to do |
| _____ | classes needed to graduate from high school |
| _____ | work which is done for free; either individually or
as a part of a group |
| _____ | writing, speaking, and listening skills |
| _____ | instruction to learn skills or knowledge |
| _____ | a document that includes a person's educational
plans |
| _____ | before or after school activities |
| _____ | math, English, art, science, music, social studies |
| _____ | a goal; explaining what job you are seeking and
why |
| _____ | jobs I have done |
| _____ | subjects in school I enjoy and in which I excel |

Answer Sheet

Match the Lingo!

Read the definition. Write the word that matches the definition on the line.

career path	a long term job or chosen work area
organization	groups formed with a common goal
awards	honors given for doing something well
requirements for MS	classes you need to complete in middle school
family experiences	activities in which you participate with your family (examples: family nights, vacations, babysitting)
special skills	knowledge or ability to do things others may not be able to do
high school requirements	classes needed to graduate from high school
volunteer or community service	work which is done for free; either individually or as a part of a group
communication skills	writing, speaking, and listening skills
training/education	instruction to learn skills or knowledge
personal plan of study	a document that includes a person's educational plans
extra-curricular activities	before or after school activities
school subjects	math, English, art, science, music, social studies
objective	a goal; explaining what job you are seeking and why
work history	jobs I have done
academic strengths	subjects in school I enjoy and in which I excel

Unit 1 Title: Poppin' Personal Plan of Study

Lesson Title: Cool Stuff I've Done

Lesson 2 of 3

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):

AD.6.A.06.a: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):

Academic Development

B: 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)

Sample Personal Plan of Study for projection display

Sticky notes – one color for each group

Pages for each component of a Personal Plan of Study: one set for each small group (8 ½"x 11" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements

Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)

(Samples of the PPS are available on www.mcce.org in the guidance e-learning center: <http://www.missouricareereducation.org/project/individualplan>)

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 1. Develop questions and ideas to initiate and refine research.
	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 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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
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		6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five components that are found on a personal plan of study.
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.

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 separate life experiences into the Personal Plan of Study components.

Lesson Preparation**Essential Questions:**

What types of life experiences have you had? What do you still need to learn?

Engagement (Hook):

Display a sample Personal Plan of Study. Review and have students point out the vocabulary words learned during lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group sticky notes of the same color (e.g. group 1 = red, group 2 = blue). 2. Say, "On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates." <p>You may need to give an example or two to</p>	<ol style="list-style-type: none"> 1. Students will take a pencil to the group with them. 2. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.

<p>stimulate discussion, but do not give more than one or two samples. (Examples: raking leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).</p>	
<p>3. Explain the seven posters highlighting the components of a Personal Plan of Study that are around the room. Distribute the smaller pages for the components to each group. Have students discuss their experiences and place their sticky notes on the correct component sheet.</p>	<p>3. Students will explain their experience and place the sticky note on a component page.</p>
<p>4. Have one group at a time place their sticky notes on the most appropriate component page. (Example: raking leaves placed on “Volunteer/Community Service”; Student Council Rep on “Organizations” or “Extra Curricular Activities”).</p>	<p>4. Students will place sticky notes in appropriate component.</p>
<p>5. Discuss placement of activities in respective categories.</p>	<p>5. Students will review the placement of sticky notes they created and add new ones, making the changes needed).</p>
<p>6. Closure: Review main points of the lesson.</p>	<p>6. Closure: Students will share main concepts discussed during the lesson.</p>

Teacher Follow-Up Activities

The teacher will review the information shared during the lesson.

Counselor reflection notes (completed after the lesson)

Personal Plan of Study Template

(Information to gather as you progress through school and place in your portfolio to use as a resource for developing your personal plan of study)

Career path of interest:

Education/Training attained:

Awards received:

Organization participation (including leadership positions):

Work History (babysitting, lawn mowing, dog walking, etc...):

Volunteer/Community Service (tutoring, sandbagging, recycling, visit someone in a nursing home, etc...):

Other skills attained:

CAREER PATH OF INTEREST SHEET

EDUCATION/TRAINING SHEET

AWARDS SHEET

ORGANIZATIONS SHEET

WORK HISTORY SHEET

VOLUNTEER/COMMUNITY SERVICE SHEET

OTHER SKILLS SHEET

Unit 1 Title: Poppin' Personal Plan of Study**Lesson Title:** Cool Stuff I Can Do**Lesson 3 of 3****Grade Level:** 6**Length of Lesson:** 1 30-minute session**Missouri Comprehensive Guidance and Counseling Domain:**

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Standard (GLS):

AD.6.A.06.a. Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):

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.

Materials (include activity sheets and/ or supporting resources)

Sample Resource file (portfolio)

(Samples of Resource files are available on www.mcce.org in the guidance e-learning center:
<http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf>)**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 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts a 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 an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 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 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society

	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

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 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.

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.

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.

Lesson Preparation

Essential Questions:

How does one develop and demonstrate character and/or work traits?

Engagement (Hook):

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?"

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Review the purpose of a Personal Plan of Study and what it tells about us.	1. Students will respond to basic review questions based on what they have discussed in the preceding two lessons.
2. Display the resource file (portfolio) and discuss the importance of each item.	2. Students participate in discussion.
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."	3. Students will write a personal reflection narrative (paragraph) of activities that demonstrate their personal character and/or work traits.
4. Walk around class to check everyone's progress and assist students who are having difficulties.	4. Students continue to work on personal reflection narrative activities.
5. Ask volunteers to read their narrative.	5. Students will volunteer to share their narratives.
6. Closure: Review the main points of the lesson..	6. Closure: Students will share the main points of the lesson.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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COURSE INTRODUCTION:**Academic Development**

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions

Developing and monitoring personal plan of study.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Poppin’ Personal Plans of Study Students will learn vocabulary related to educational planning and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why do I need to plan what I learn?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define and analyze 16 vocabulary terms related to educational planning.		AD.6.A.06.a.Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.		W.6.2 W.6.8 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will identify five components of a personal plan of study.		AD.6.A.06.a.		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
3. The student will develop a list of activities and life experiences, then match activities and life		AD.6.A.06.a.		SL.6.1 L.6.1	AD B	Level 4

experiences to components of a personal plan of study.				L.6.3 L.6.4 L.6.5 L.6.6		
4. The student will write a paragraph outlining at least three activities he/she has—or will—participate in that demonstrate skills needed for their career goals.		AD.6.A.06.a.		W.6.3 W.6.4 WHST.6.4 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
ASSESSMENT DESCRIPTIONS: Students will share a written reflection narrative (paragraph) of “Cool Things I Can Do” generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I’ve Done Lesson 3 Cool Stuff I Can Do					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3 4	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I’ve Done Lesson 3 Cool Stuff I Can Do					

Direct: Structured Overview Lecture Explicit Teaching (Ls. 1) Drill & Practice (Ls. 1) Compare & Contrast Didactic Questions Demonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	Indirect: _____ Problem Solving ___X___ Case Studies (Ls. 1) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping ___X___ Concept Attainment _____ Cloze Procedure	Experiential: _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling ___X___ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	Independent Study _____ Essays _____ Computer Assisted Instruction ___X___ Journals (Ls. 3) _____ Learning Logs _____ Reports _____ Learning Activity _____ Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	Interactive Instruction _____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming (Ls. 2) ___X___ Peer Partner Learning (Ls. 1) ___X___ Discussion (Ls. 1, 2, 3) _____ Laboratory Groups _____ Think, Pair, Share ___X___ Cooperative Learning (Ls. 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr6-Unit1.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr6-Unit1.doc>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr6-Unit1-Lesson1.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr6-Unit1-Lesson1.doc>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr6-Unit1-Lesson2.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr6-Unit1-Lesson2.doc>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr6-Unit1-Lesson3.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr6-Unit1-Lesson3.pdf>

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: My Path to Success	Grade Level: 7
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Late Spring Semester	
Lesson Titles:	
Lesson 1: Graphing My Path to Success	
Materials/Special Preparations Required:	
Student transcript of grades obtained from files	
Graph paper	
Colored pencils	
Lesson 2: Analyzing My Path to Success	
Materials/Special Preparations Required:	
Graphs from Lesson 1	
Missouri Comprehensive Guidance and Counseling Domain:	
AD.6: Developing and Monitoring Personal Plan of Study.	
Grade Level Standard (GLS):	
AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning. (DOK Level -3)	
American School Counselor Association National Standard (ASCA):	
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.	

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 (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does my current academic performance affect later career and education choices?

Unit Measurable Learning Objectives:

The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.

The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

Unit Instructional Strategies/Instructional Activities:

☒ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)

☒ Indirect (Reflective Discussion; Concept Mapping)

☒ Experiential (Charting/Graphing)

☒ Independent Study (Journals; Reports)

☐ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's.

Assessment can be question answer, performance activity, etc.

Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.

Brief Summary of Unit:

In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.

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

Students need to have developed general knowledge of self and have an accurate view of their academic standing, career interests, etc...

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

Unit 1 Title: My Path to Success

Lesson Title: Graphing My Path to Success

Lesson 1 of 2

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Standard (GLS):

AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning.

American School Counselor Association National Standard (ASCA):

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.

Materials (include activity sheets and/ or supporting resources)

Student transcript of grades
Graph paper
Colored pencils

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 (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 8. explore, prepare for and seek educational and job opportunities

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
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
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Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will construct a graph of his/her grades from last year and the reporting period of the current year in order to assess his/her strengths and weaknesses.

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.

Students will self-assess by analyzing completed graphs of academic ability and performance and comparing results to requirements for career goals.

Lesson Preparation

Essential Questions:

How does my academic performance affect later career/education choices?

Engagement (Hook):

The counselor will ask the students if they have ever seen people looking at graphs to analyze data. Ask students to provide examples. Project or display examples of graphs. Counselor asks the students why businesses analyze information such as this.

Procedures

Instructor Procedures/Instructional Strategies:

1. After the hook, the counselor tells the students that today they are going to graph information regarding personal performance in school. The counselor will provide students with their individual grades. These grades could be from last school year and the first reporting period of the current school year or a series of bi-weekly or progress reports. Students will create a line graph with all courses plotted on the graph. The counselor will provide students with graph paper and colored pencils. Students will be instructed to plot the grade on the vertical axis and the reporting period on the horizontal axis. Students will be given enough colored pencils to graph each subject with a different color. If a school district has access to computers, students could create the graphs electronically in a spreadsheet program.

Student Involvement/Instructional Activities:

1. Students construct a graph to demonstrate and self-assess strengths and weaknesses in academic performance and ability.

2. The counselor will collect grades and completed graphs to be used in the next lesson.	2. Students turn in grades and completed graphs.
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Teacher Follow-Up Activities

The counselor may need to follow up with an additional session to allow time for the completion of the graphs.

PLEASE NOTE: Be certain to address confidentiality of data. All data, including graphs, should be kept confidential as would be done with a test taken in the classroom. Students may, however, volunteer to share.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: My Path to Success

Lesson Title: Analyzing My Path to Success

Lesson 2 of 2

Grade Level: 7

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):

AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning.

American School Counselor Association National Standard (ASCA):

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.

Materials (include activity sheets and/ or supporting resources)

Graphs from previous lesson

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 (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	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 write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.

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.

Students will self-assess by analyzing completed graphs of academic ability and performance and develop a plan for future action.

Lesson Preparation**Essential Questions:**

How does my academic performance affect later career/education choices?

Engagement (Hook):

The counselor asks the students to name successful business people. Counselor asks the students to list strengths of these business people. Counselor then directs the students to brainstorm weaknesses that these people might have.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor returns the graphs from the previous lesson to the students and asks students to complete the graph or review graphs for trends.	1. If graphs are incomplete, students complete graphs. If graphs are complete, students review graphs for trends.
2. The counselor instructs the students to look at their personal graphs and look for strengths, weaknesses, and trends with those strengths and weaknesses. The counselor asks the students to write a journal entry summarizing the strengths, weaknesses, and trends.	2. Students self-assess strengths and weaknesses shown on their graphs and write a journal entry describing the data discovered through the graphing assignment.
3. Following summarization, students will write a <i>So What</i> paragraph... I know more about my strengths, weaknesses and trends. <i>So What?</i> What do I need to do to attain my goals?	3. Student will continue above entry with <i>So What</i> paragraph.
4. The counselor collects and secures grades	4. Students submit their personal grades,

and files the completed graphs and journal entries in the students' career folders.	completed graphs, and journal entries to counselor.
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Teacher Follow-Up Activities

The teacher may review student journals and graphs.

Counselor reflection notes (completed after the lesson)

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Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self-efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: My Path to Success		SUGGESTED UNIT TIMELINE: 2 Lessons				
In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. How does my current academic performance affect later career and education choices?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will construct a graph of his/her grades from previous year and the reporting period of the current year in order to assess his/her strengths and weaknesses.		AD.6.A.07.a. Assess academic achievement to refine education goals for life-long learning.		SL.6-8.1 SL.6-8.2 SL.6-8.5 L.7.3	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 3
2. The student will write a journal entry/paragraph analyzing strengths and weaknesses of his/her personal graphs, including steps toward goal attainment.		AD.6.A.07.a.		WHST.6-8.4 L.7.1 L.7.2 L.7.3 L.7.5 L.7.6	AD B	Level 3
ASSESSMENT DESCRIPTIONS*:						
Assessment for the unit will be completed through review of final student works, i.e. graphs, journal entries and/or reflection paragraphs.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1 Graphing My Path to Success Lesson 2 Analyzing My Path to Success				
	<u>Direct:</u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast Didactic Questions Demonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls. 1) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys <input checked="" type="checkbox"/> Charting/Graphing (Ls. 1)	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals (Ls. 2) <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 2) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr7-Unit1.pdf http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr7-Unit1.doc					

<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr7-Unit1-Lesson1.pdf>

<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr7-Unit1-Lesson1.doc>

<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr7-Unit1-Lesson2.pdf>

<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr7-Unit1-Lesson2.doc>

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Planning for Life

Grade Level: 8

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Late Spring Semester

Lesson Titles:

Lesson 1: Finding My Career Direction

Materials/Special Preparations Required:

Student Career Folder

Career Clusters Sheet

High School Vocabulary Sheet

High School Students/Mentors to perform Pitfalls Skit

Paper and Writing Instrument

Lesson 2: Mapping My Career Direction

Materials/Special Preparations Required:

Student Career Folder with Graphs (Grade 7) and Missouri Connections or other

Interest Inventories Results

High School Vocabulary Sheet

Career Clusters Sheet

My Chosen Career Cluster Plan of Action Template and Sample

Paper and Writing Instrument

Lesson 3: My Four to Six Year Plan (My Personal Plan of Study)

Materials/Special Preparations Required:

District Graduation Requirements

District A+ Planner

District 4-Year Plan Template (Personal Plan of Study)

District Course Descriptions

High School Vocabulary Sheet

Career Clusters Sheet

High School Students/Mentors,

Completed Student Career Folders

Teacher Recommendations

Paper and Writing Instrument

Missouri Comprehensive Guidance Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Standard (GLS):

AD.6.A.08.a. Recognize the importance of an educational plan. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):

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.

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 (including charts, graphs, outlines) 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 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does academic performance affect later career/education choices?

Unit Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests.
The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with the chosen cluster.
The student will complete a personal plan of study.

Unit Instructional Strategies/Instructional Activities:

☒ Direct (Explicit Teaching)
☐ Indirect

- ☐ Experiential
- ☒ Independent Study (Journals; Learning Activity)
- ☒ Interactive Instruction (Role Playing)

Unit Summative 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 complete a personal plan of study.

Brief Summary of Unit:

In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.

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

Students need to have developed a general knowledge of self and have a realistic view of their academic standing, career interests, etc.

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

Students will need to be aware of the different career clusters, graduation requirements and basic requirements for any post-secondary plans.

Unit # 1 Title: Planning for Life

Lesson Title: Finding My Career Direction

Lesson: 1 of 3

Grade Level: 8

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):

AD.6.A.08.a. Design a personal plan of study.

American School Counselor Association National Standard (ASCA):

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.

Materials (include activity sheets and/ or supporting resources)

High School Vocabulary Sheet
Career Clusters Sheet
 High school students/mentors to perform Pitfalls Skit
 Student Career Folder
 Paper and Writing Instrument

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 (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers citizens and consumers.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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
	Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a journal entry about one career cluster that matches his/her interests.

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 write a journal entry about the career cluster of his/her choice.

Lesson Preparation**Essential Questions:**

What special vocabulary will I need to know in high school and in the world of work?
 To what extent do choices made and opportunities missed or taken impact short and long-term goals?
 How does academic performance affect later career/education choices?

Engagement (Hook):

High school students perform skit Pitfalls

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. High school students, serving as mentors, will perform a skit entitled Pitfalls.	1. Students watch presentation and then think of other pitfalls they might experience due to poor choices in middle school.
2. Distribute High School Vocabulary Sheet.	2. Students review and discuss their understanding of the High School Vocabulary Sheet.
3. Counselor distributes and reviews the career clusters sheet and discusses post-secondary options.	3. Students discuss the career clusters and post-secondary options.
4. Counselor provides assistance and answers questions that students may have about choosing a career cluster.	4. Students use the knowledge they have acquired to choose a career cluster that aligns with their current interests.

5. Counselor instructs students to write a journal entry personalizing the career cluster activity.	5. Students write a journal entry personalizing the career cluster activity.
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Teacher Follow-Up Activities

All student work should be filed in student's career folder or portfolio (or teacher identified filing process) for future use.

Counselor reflection notes (completed after the lesson)

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

Pitfalls

Student 1: What's the matter with you?

Student 2 (crying): My whole life is ruined! I just found out I may not get accepted into the school I want!

Student 1: Geez, what happened?

Student 2: Well, it seems that the school I want to go to expects me to have already taken algebra, algebra II, geometry, calculus and trigonometry...in high school!

Student 3: Hey! I know you're an excellent student. I sat behind you in geometry. I don't think you ever missed a single problem.

Student 2: Yeah, well that's after I woke up. I didn't do very well in sixth grade, so I was put in 7th grade math instead of pre-algebra...and that meant I had to take pre-algebra as an 8th grader...and so on! Next year, as a senior I will be one class behind to meet my career goal. Ugh!

Student 3: Well, all may not be lost. Sure, it would have been better if you had planned it all out, but according to the counselor there are other options. It might be as simple as just having to take a dual-enrollment class next year.

Student 2: Really?

Student 3: Well, you'd better ask the counselor, but I think it would work. Now if I had as easy a solution to my problem.

Student 1: What's the matter with you?

Student 3: Well, I would be earning all sorts of honors in vocational agriculture if I had entered the program as a freshman. Now, like her, I'm behind. I never thought it would make that much difference. I'll do well, but I could have done better if I had planned it all out ahead.

Student 1: Looks like planning is very important—kind of like Lewis & Clark as they made their way across the United States. Do you think they just started out every day of the expedition not knowing what course they would take.....just seeing where they happened to end up?

Student 2: I'm telling all my younger cousins and my little sister that planning is essential....and that what you do in middle school really *can* effect high school...even college!

Student 3: Well, don't forget to tell them to ask a counselor if in doubt. I've heard they're good at helping kids find their way.

Student 2: Oh don't worry...in fact I'm headed to see the counselor right now!
Dual enrollment, huh?.....



Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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Unit # 1 Title: Planning for Life

Lesson Title: Mapping My Career Direction

Lesson: 2 of 3

Grade Level: 8

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):

AD.6.A.08.a. Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):

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.

Materials (include activity sheets and/ or supporting resources)

Student Career Folder with Graphs (Grade 7) and Missouri Connections or other Interest Inventories Results

High School Vocabulary Sheet

Career Clusters Sheet

My Chosen Career Cluster Plan of Action Template and Sample Paper and Writing Instrument

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 (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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 4. writing formally and informally
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		6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes, which correspond with that choice.

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 write a paragraph identifying the career cluster of his/her choice and a plan to reach his/her career goal.

Lesson Preparation**Essential Questions:**

How does knowledge of myself influence and assist in the attainment of my goals? To what extent do choices made and opportunities missed or taken impact short and long-term goals?

Engagement (Hook):

Visit from high school counselor for a get acquainted time. (5-10 min.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Middle school counselor will introduce high school counselor(s).	1. Students become acquainted with and have an opportunity to ask questions of the high school counselor.
2. After conversation with high school counselor students review career portfolios/folders, including interest inventories, review of self-evaluations, graphs, etc.	2. Students review their career portfolios and assess what information will assist them in developing their Personal Plan of Study.
3. Counselor assists students in completing the <i>Choosing My Career Cluster</i> worksheet.	3. Students use the information from their career portfolios to complete the <i>Choosing My</i>

<p>4. Counselor will lead a discussion regarding successful performance in classes.</p> <p>5. Instruct students to write a paragraph describing their career cluster choice and how they plan to achieve this by including classes they will need to take in high school.</p>	<p><i>Career Cluster.</i></p> <p>4. Students will show their understanding of the importance of succeeding in classes through class discussion</p> <p>5. Students will write a paragraph describing their career cluster choice.</p>
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Teacher Follow-Up Activities

All student work should be filed in student's career folder for future use.

Counselor reflection notes (completed after the lesson)

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CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster...

Health Services

The Career I think I would like....

Registered Nurse (B.S.N.)

The Path I Will Take to Meet That Goal....

SCHOOL-TO WORK

2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

University of MO-Columbia

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. Biology
2. Chemistry
3. Health Occupations
4. Algebra
5. Geometry
6. Algebra II
7. Calculus
8. Anatomy & Physiology
9. _____
10. _____

CHOOSING MY CAREER CLUSTER

My Chosen Career Cluster...

The Career I think I would like....

The Path I Will Take to Meet That Goal....

SCHOOL-TO WORK

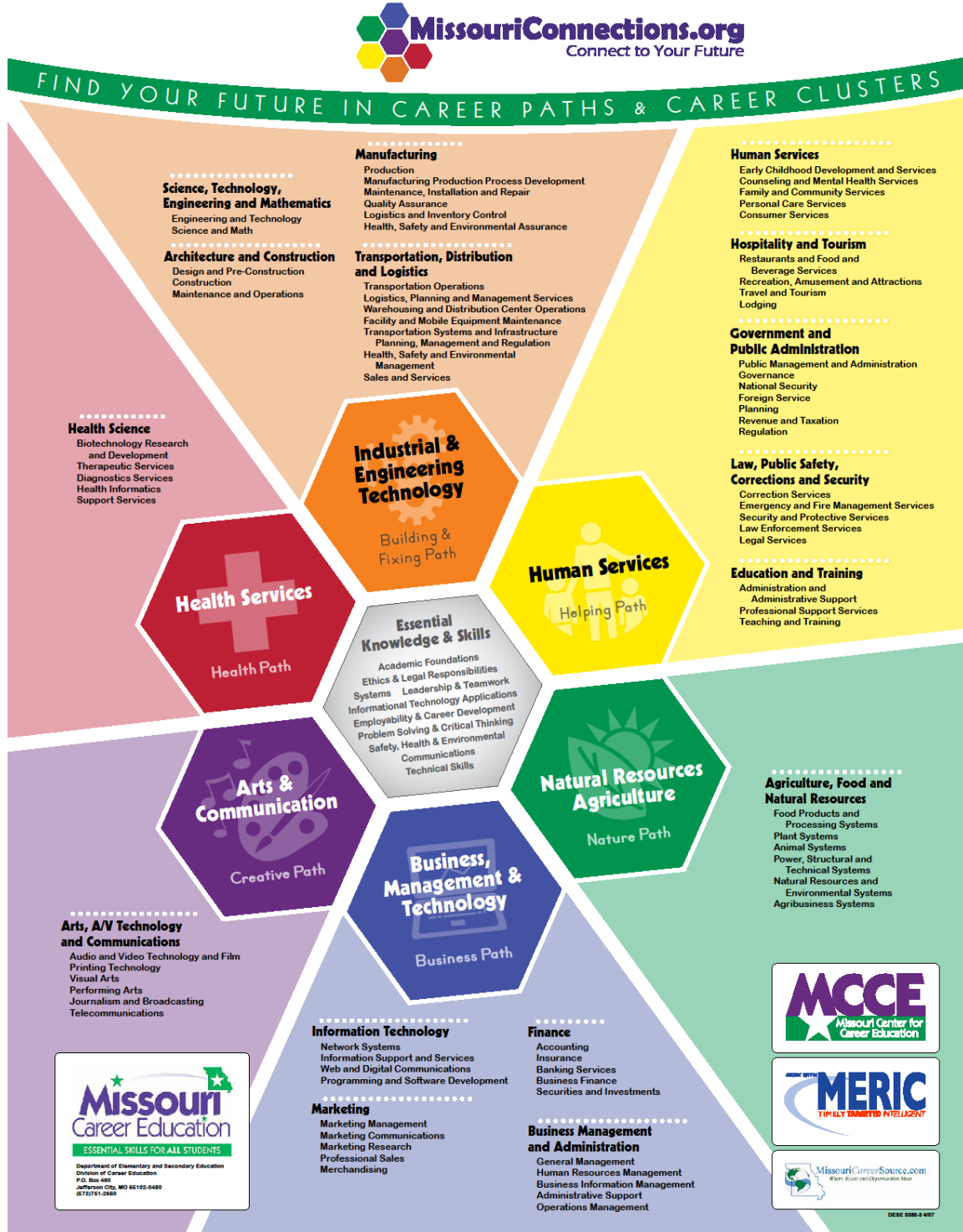
2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

Career Goal

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



Missouri Comprehensive Guidance & Counseling Programs:

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Linking School Success to Life Success

High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

Unit # 1 Title: Planning for Life

Lesson Title: My Four to Six Year Plan (My Personal Plan of Study) **Lesson:** 3 of 3

Grade Level: 8

Length of Lesson: 30 min.

Missouri Comprehensive Guidance and Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):

AD.6.A.08.a.: Design a Personal Plan of Study.

American School Counselor Association National Standard (ASCA):

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.

Materials (include activity sheets and/ or supporting resources)

High School Students/Mentors
 Student's Completed Career Folder
 District 4-Year Plan Template (Personal Plan of Study)
 District Graduation Requirements
 District Course Descriptions
 District A+ Planner
Career Cluster Sheet
 Teacher Recommendations
 High School Vocabulary List
 Paper and Writing Instrument

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 (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a Personal Plan of Study.

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 complete a Personal Plan of Study and a journal entry about his/her educational and career goals.

Lesson Preparation

Essential Questions:

- What plans do I need to make to reach my career goals?
- What classes will I need to take in high school to follow my chosen career cluster?

Engagement (Hook):

High school mentors start off the class by sharing their experiences with developing their 4 to 6 year plans. (5-10 min)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will introduce high school mentors. Mentors will spend approximately 5-10 minutes sharing their experiences about developing and revising their 4 to 6 year plan as well as the concerns, worries and joys they experienced during this stage of their education.	1. Students become acquainted with mentors and have an opportunity to see high school through their eyes.
2. Counselor facilitates students' review of their career portfolios/folders, including	2. Students review their career portfolios and use the information to assist them in

<p>interest inventories, self-evaluations, graphs, and teacher recommendations for classes.</p> <p>3. Counselor goes over personal plan of study step by step while student mentors assist. The counselor remains available to answer any questions with which the mentors need assistance.</p> <p>4. Counselor instructs students to write a journal entry for their career folder regarding their goals and personal plan of study.</p>	<p>developing their 4 to 6 year plans. They work one-on-one with student mentors who will assist them.</p> <p>3. Students work toward completion of their plan.</p> <p>4. Students write a journal entry for their career folder e.g.: “My hopes for my future.”</p>
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Teacher Follow-Up Activities

All student work should be filed in student’s career folder for future use.
The counselor may choose to invite the high school mentors back if students are unable to finish in the time allowed. This will allow for follow-up questions.

The high school counselor(s) will review the 4 to 6 year plans and middle school and high school counselors may work together to set up a parent night to share the student’s completed plans and address transition into the high school.

Counselor reflection notes (completed after the lesson)

High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year Plan



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Linking School Success to Life Success

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Planning for Life In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How does academic performance affect later career/education choices?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a journal entry about one career cluster that matches his/her interests.		AD.6.A.08.a. Design a Personal Plan of Study		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will write a paragraph identifying information about the career cluster of his/her choice and at a least four high school classes which correspond with the chosen path.		AD.6.A.08.a.		RI.8.4 W.8.2 W.8.7 W.8.9 SL.8.1	AD B	Level 4

				L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6		
3. The student will complete a personal plan of study.		AD.6.A.08.a.		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	AD B	Level 4
ASSESSMENT DESCRIPTIONS:						
The student will complete a personal plan of study.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1 Finding My Career Direction Lesson 2 Mapping My Career Direction Lesson 3 My Four to Six Year Plan (My Personal Plan of Study)					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1)	

	(Ls. 1) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Instruction <input checked="" type="checkbox"/> Journals (Ls. 1, 2, 3) <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 2, 3) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES: (include internet addresses for linking)

<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1.doc>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson1.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson1.doc>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson2.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson2.doc>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson3.pdf>
<http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr8-Unit1-Lesson3.doc>

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: Who Am I as a Career?

Grade Level: 6

Number of Lessons in Unit: 2

Time Required: 2 sessions of 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Tootsie Roll TM, Tootsie Roll TM, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: “Ideas for Personal Plan of Study/Career Portfolio”

“Career Path Descriptions”

“Career Path Posters” (set of six)

“Occupation Card Sort Answers”

Activity Sheets: “Career Path Group Project Form”

“Occupation Cards”

Tootsie RollsTM (or similar product)

“Worker Interview” Activity Sheets

Lesson 2: Tootsie Roll TM, Tootsie Roll TM, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: “Career Path Descriptions”

Career Path Posters (Set of 6),

Activity Sheets: “Worker Interview”

Career Path Student Surveys

(www.missouricareereducation.org/project/guidelsn/cd2)

Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Standard (GLSs):

CD.7.A.06.a.i: Use current interests, strengths and limitations to guide individual career exploration. (DOK Level – 3)

CD.7.B.06.a.i: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.7.C.06.a.i: Recognize non-traditional work roles. (DOK Level – 2)

CD.8.A.06.a.i: Evaluate career and educational information resources. (DOK Level – 2)

CD.8.B.06.a.i: Compare the different types of post-secondary training and education as they relate to career choices. (DOK Level – 3)

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

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

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. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to 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 perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.**Academic Content Area(s)****Specific Skill(s)**

X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do the career paths relate to a person's identity?

Unit Measurable Learning Objectives:

The student will use career and educational information resources to choose one career path,

identifying training and education.

The student will identify males and females in nontraditional work roles by completing the “Job and Gender Role” survey.

Unit Instructional Strategies/Instructional Activities:

- ☒ Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)
- ☒ Indirect (Problem Solving, Reflective Discussion, Concept Attainment)
- ☒ Experiential (Surveys)
- ☒ Independent Study (Reports, Assigned Questions, Research Projects)
- ☒ Interactive Instruction (Discussion, Cooperative Learning, Problem Solving, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

Students will identify careers, using the career path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

Brief Summary of Unit:

A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the career path concept as a means of organizing the World of Work. Students will work in task groups to determine career paths in which various occupations may be categorized. The concept of traditional v. non-traditional work roles for males and females is explored via a student-led interview in the second lesson.

Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Standard (GLSs):

CD.7.A.06.a.i: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06.a.i: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06.a.i: Recognize non-traditional work roles.

CD.8.A.06.a.i: Evaluate career and educational information resources.

CD.8.B.06.a.i: Compare the different types of post-secondary training and education as they relate to career choices.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

***Please note:** This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers creating a product and getting it into the hands of the purchaser. The unit/lessons were developed before the new “Guidelines for Healthy Snacks” were issued. We retained the use of the Tootsie Roll™ as an example with the caveat that the presenter review the “Healthy Snack Guidelines” and local school district’s implementation policy. As for any lesson involving food, health implications must be considered regarding food allergies and sensitivities. Doing so puts into action our own respect for diversity and for our roles as agents of school board policies and Missouri’s Rules and Regulations.*

Resources: *Career Path Descriptions Sheet*
 Career Path Posters (Set of 6)
 additional Career Path Posters are available through DESE
 Occupation Card Sort Answers

Activity Sheets: Career Path Group Project Form

Occupation Cards

Worker Interview Form

Tootsie Roll TM (or similar product)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to 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 perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

A student will categorize 36 jobs into six career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question/answer, performance activity, etc.

The student will categorize 36 jobs into the 6 career paths.

The student will complete a work interview, using findings from activities and card sort.

Lesson Preparation

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Students will be asked to think of something that they have to do, but don't like. Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.

Next, students are asked to imagine something that they enjoy doing. Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years. Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

Procedures for Session 1

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review career paths and the attributes of the individuals who work in them, utilizing career path description handout. Display career paths posters on the board or wall. 2. Divide students into task groups. Each group will be given the following materials: Activity Sheet: Career Path Group Project Forms, at least six Occupation Cards per group (see Resource: Occupation Cards), pencil, and sticky tack/tape. <p>Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc.</p> <p>Students are given a 5-minute time limit to perform the task.</p>	<ol style="list-style-type: none"> 1. Students will respond to a question-answer session, such as, "Which path is the fixing and building path?" 2. Given occupation cards, students will confer in their task groups and determine which career path an occupation matches. Each student within the group will be assigned a cooperative group role: For example, a recorder who writes group answers on the project form; a materials person who is responsible for bringing materials to and from the group; a sticky tack or tape person who is responsible for this item; and a poster to post occupation cards on the board/wall. <p>Once the group has made a decision about where each of those jobs fits, the poster from the group will post the occupation cards under the appropriate path poster (on the chalkboard or wall of the classroom).</p>

<p>3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may be justifiably placed in more than one career path. When there is noticeable disagreement among class members, this can be addressed accordingly.)</p> <p>4. (Read note in materials section) Tootsie Roll™ review of Career Paths: The counselor holds up a bag of Tootsie Rolls™ with the back of the package facing the students and asks, “What do you think is in this package?” “How do you know what is inside without seeing the name of the candy?” “Someone had to design the package so that when you see it, you would know what was inside. Which career path would this be?” (Arts & Communication)</p> <p>5. The counselor will then read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. “Which career path produces these items?” (Natural Resources)</p> <p>6. “Now, imagine that you are working in the Tootsie Roll™ factory. Suddenly, the Tootsie Roll™ machine breaks down. Which career path are you going to call for help?” (Industrial & Engineering Technology)</p> <p>7. “When is the best time to ship more Tootsie Rolls™ to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to make more candy. Which career path is this?” (Business, Management, and Technology)</p> <p>8. “Your mom has bought a bag of Tootsie Rolls™. You ask her if you can have one serving. One serving is... (Read from the</p>	<p>3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.</p> <p>4. Students will respond to questions as a check for understanding.</p> <p>5. Students will respond to questions as a check for understanding.</p> <p>6. Students will respond to questions as a check for understanding.</p> <p>7. Students will respond to questions as a check for understanding.</p> <p>8. Students will respond to questions as a check for understanding.</p>
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<p>nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)</p> <p>9. "You are a chef in a restaurant. You have come up with a new recipe of "Tootsie Roll™ Surprise," a super brownie that features Tootsie Rolls™. What career path would your job fall into?" (Human Services)</p> <p>10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to the people who buy or use them, what did you imagine? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?</p> <p>11. Distribute the <i>Activity Sheet: Worker Interview</i> (two to each student—one for practice interview; another for actual interview). Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they'll practice by interviewing a peer-partner.</p> <p>Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills they can learn.</p> <p>12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the interviewee, each person will assume the role of a worker and respond to the</p>	<p>9. Students will respond to questions as a check for understanding.</p> <p>10. In small groups, pairs or as a large group, students will respond with personalized information about their own thought processes during the conversation.</p> <p>11. Students will contribute to list of interviewing skills.</p> <p>12. Students will select the worker role they will assume; review "Worker Interview" questions; and participate in practice interviews.</p>
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<p>questions as if he or she were working in that work role (encourage outrageous roles).</p> <p>Give students time to review the <i>Activity Sheet: Worker Interview</i> from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a “quick-check” of the process. Have partners switch roles and follow the same procedures.</p> <p>13. Following students’ practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult. Respond to questions. Assign the due date for completion of the interview.</p> <p>14. Help students identify potential individuals to interview. Writing down the names of the interviewees will strengthen students’ commitment to completing the project.</p> <p><i>Note: The most readily available worker is a parent or caregiver—students may also interview someone from the community. Whomever students choose to interview may be employed in the civilian workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her job. The same questions apply (with minor modifications) to any job and the students will gain a wealth of information about work, working and workers by interviewing people who are not in the civilian workforce. This will help students develop greater understanding and respect for all human beings. Alternatively, students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the civilian workforce.</i></p>	<p>13. Students will reflect on process and ask clarifying questions about the procedures and/or process.</p> <p>14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.</p>
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Teacher Follow-Up Activities

Ask the classroom teacher to collect student interviews in preparation for the next guidance
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session. Some communication arts teachers may be interested in working with the counselor in a team-teaching capacity by having students write an essay about their interview, using the interview form as a prewriting tool.

Counselor reflection notes (completed after the lesson)

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*One copy for each student

Resource: Career Path Descriptions

Career Paths are groupings of occupations by the tasks/roles of workers. People working in a specific career path typically share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation.

Arts and Communication

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

Business, Management, and Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

Industrial and Engineering Technology

Occupations in this path are related to technologies necessary to design develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

*One copy to be posted on the board or wall

ARTS & COMMUNICATION



Creative Path

*One copy to be posted on the board or wall

BUSINESS, MANAGEMENT & TECHNOLOGY



Business Path

*One copy to be posted on the board or wall

INDUSTRIAL & ENGINEERING TECHNOLOGY



Fixing and Building Path

*One copy to be posted on the board or wall

HUMAN SERVICES



Helping Path

*One copy to be posted on the board or wall

HEALTH SERVICES



Health Path

*One copy to be posted on the board or wall

NATURAL RESOURCES



Nature Path

Activity Sheet: Career Path Group Project Form

*One copy for each task group

ARTS & COMMUNICATION	BUSINESS, MANAGEMENT & TECHNOLOGY
INDUSTRIAL & ENGINEERING TECHNOLOGY	HEALTH SERVICES
HUMAN SERVICES	NATURAL RESOURCES

*Cut along lines. Give six cards to each task group, making sure that they have an assortment of career paths represented in their bundles.

Resource: Occupation Cards

Hotel/Motel Clerk	Computer Programmer
Paralegal	Loan Officer
Travel Agent	Retail Sales Person
Chiropractor	Dentist
Dental Assistant	Physical Therapy Assistant
Speech Pathologist	Nurse Aide

Lawyer	Pastor/Priest/Rabbi
Firefighter	Teacher
Barber	Recreation Worker
Computer Repair Technician	Architect
Printing Press Operator	Locksmith
Floral Designer/Florist	Photographer
Welder	Painter/Paperhanger

Pest Control Worker	Zoologist
Fish Hatchery Worker	Meteorologist
Forester/Conservation Scientist	Farmer
Actor	Professional Athlete
Composer	Reporter

Resource: Occupation Card Sort Answers

Business, Management,

and Technology

Hotel/Motel Clerk
Paralegal
Loan Officer
Computer Programmer
Travel Agent
Retail Sales Person

Arts and Communication

Photographer
Actor
Composer
Reporter
Floral Designer/Florist
Professional Athlete

Health Services

Chiropractor
Dentist
Dental Assistant
Physical Therapy Assistant
Speech Pathologist
Nursing Assistant

Industrial and Engineering

Technology

Computer Repair Technician
Printing Press Operator
Locksmith
Welder
Painter/Paperhanger
Architect

Human Services

Lawyer
Firefighter
Teacher
Barber
Pastor/Priest/Rabbi
Recreation Worker

Natural Resources/

Agriculture

Fish Hatchery Worker
Meteorologist
Zoologist
Pest Control Worker
Farmer
Forester/Conservation Scientist

Activity Sheet: Worker Interview

Student Name: _____ Grade: _____

Whom did you interview? _____

Career: _____

Career Path: _____

Questions to Ask the Person You Interview:

Why is your job important to your company, organization or to the community?

What led you to this career?

How many hours do you work each day? _____

How many days do you work each week? _____

Describe your work and working conditions (including your likes/dislikes):

What special skills or talents are needed for this job (including technology)?

What high school courses helped you prepare for this job?

What education or training beyond high school prepared you for this job?

What do you want to be doing ten (10) years from now?

Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll TM, Tootsie Roll TM, Who Art Thou? (Part 2)

Lesson: 2 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Standard (GLSs):

CD.7.A.06.a.i: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06.a.i: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06.a.i: **Recognize non-traditional work roles.**

CD.8.A.06.a.i: Evaluate career and educational information resources.

CD.8.B.06.a.i: Compare the different types of post-secondary training and education as it relates to career choices.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Resources (see Resources for Lesson 1): **Career Path Descriptions*

**Career Path Posters* (set of six)

**Ideas for Personal Plan of Study/Career Portfolio*

*Activity Sheets: *Worker Interview Questions* (completed)

Career Path Student Survey

Job and Gender Role Survey

(*Materials introduced in the previous lesson).

Show Me Standards: Performance Goals (check one or more that apply)

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>10. Apply acquired information, ideas and skills to different contexts as students,</p>
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	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 perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	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 use career and educational information resources to choose one Career Path, identifying training and education.
The student will identify males and females in nontraditional work roles by completing the <i>Job and Gender Role</i> survey.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.
Assessment can be question answer, performance activity, etc.
Students will complete lesson surveys.
Students will explore and discuss gender roles.

Lesson Preparation

Please Note: <i>The concept of the Personal Plan of Study/Career Portfolio is introduced during this unit. The exact format for the Portfolio will depend, in large part, on the resources available to you in your district. Some districts have a well-developed system for student portfolios; some districts have adopted portfolio guidelines and do not yet have a system in place; some districts are in the planning stage. We have included some general ideas (see</i>

Resource: Ideas for Personal Plans of Study/Career Portfolios); however, we suggest that counselors work with administrators and teachers in their districts to make the Comprehensive Guidance Program Portfolios an extension of the student portfolios used in other content areas.

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Have two students—one male, one female—dressed in white lab coats with stethoscopes sticking out of the pockets. The class is to decide what jobs are represented (Female is to be physician. Male is to be a lab technician or nurse). Sometimes it is easy to categorize jobs as male or female occupations, but do jobs truly have gender?

Procedures:

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review information career path information from the previous lesson: What is the building and fixing path? What is the health care path? What path focuses on helping others? Creative and performing arts? Working with nature? Which path involves working with others to make and sell a product? 2. Divide class into small groups to present information gathered during their interviews with workers (see completed <i>Worker Interview</i> questionnaire). Ask the students to decide which career path each job belongs to and whether the job is considered a male or female job. (NOTE: The purpose of this question is to create an awareness of students' unintentional stereotyping of occupations—with the goal of increasing students' awareness of their subtle/hidden biases.) 3. Discuss gender role stereotyping and males and females in non-traditional work roles. Distribute the <i>Job and Gender Role Survey</i> to student groups and review the directions. When groups have finished, they will be encouraged to debate and discuss (with a friendly attitude) opinions as a group, and then as a class, concerning “men only” and “women only” jobs. 	<ol style="list-style-type: none"> 1. Students will participate in the review process. 2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion. 3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.

<p>Students will be asked if there are reasons why some careers should not be open to both genders.</p> <p>4. Students will be given the <i>Student Career Path Survey</i>. The students are to mark the bubble for the statements that describe who they are and what they would like to do. The counselor may want to read each statement aloud, so that he/she can explain or define terms that are unfamiliar to students.</p> <p><i>NOTE: Students should be advised that while they may not have the ability to do all the tasks at this time, they are expressing their interests.</i></p> <p>5. Once the survey is complete, the counselor will reveal which career paths are represented in each column. Allow time for students to reflect on the results of their surveys.</p> <p><i>NOTE: Students' surveys will be placed in their permanent record or career portfolios (if used) to evaluate changes as they progress through middle school and to review at the time they develop their personal plan of study</i></p>	<p>4. Students return to their regular seating to complete the survey. When they finish the survey, they are to count the number of items they marked for each career path and record the number in the square provided.</p> <p>5. Students will engage in a conversation with a peer-partner to review and reflect on their responses across career paths by similarities/differences and high/low markings in the categories</p> <ol style="list-style-type: none"> Activities of Interest Personal Qualities Free-time Preferences School Subject Preferences <p>Upon completion of their conversation, students will consider the trends of their responses and identify career paths and related occupations that would fulfill the personal preferences noted.</p>
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Teacher Follow-Up Activities

During classroom discussions that involve occupations or people in the news, point out those individuals in non-traditional roles and/or the skills needed to perform those jobs.

Counselor reflection notes (completed after the lesson)

Career Path Survey Name _____ Grade _____

*Adapted for Middle School Subjects from Krista Flowers' Model, Mid Rivers Tech Prep Consortium

<p>Career Path # 1 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> ○ Preparing medicines in a pharmacy ○ Helping sick people ○ Working with animals ○ Helping with sports injuries ○ Studying anatomy and disease ○ Performing surgery <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Compassionate and caring ○ Good listener ○ Good at following directions carefully ○ Conscientious and careful ○ Patient <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Volunteering in a hospital ○ Taking care of pets ○ Exercising and taking care of myself <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Math ○ Science ○ Physical Education <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 200px;"></div>	<p>Career Path # 2 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> ○ Predicting weather ○ Predicting or measuring earthquakes ○ Growing flowers/trees or gardening ○ Studying rocks and minerals ○ Raising fish or other animals ○ Working in a chemistry lab <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Helping with problems ○ Nature lover ○ Physically active ○ Problem solver ○ Observant <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Hiking ○ Participating in FFA or 4H ○ Experimenting with a chemistry set <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Math ○ Social Studies ○ Science <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 200px;"></div>	<p>Career Path # 3 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> ○ Reading or writing stories or articles ○ Designing and building scenery for plays ○ Gardening ○ Taking photographs ○ Acting in a play or movie ○ Listening to or playing music <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Imaginative ○ Creative ○ Outgoing ○ Using my hands to create things ○ Performer <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Working on a school newspaper or yearbook ○ Acting in a play ○ Painting pictures or drawing <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Music/Choir/Band ○ Language ○ Art <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 200px;"></div>
<p>Career Path # 4 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> ○ Putting things together ○ Designing buildings ○ Working on cars or mechanical things 	<p>Career Path # 5 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> ○ Interviewing people ○ Using computer programs to do math ○ Typing letters, forms, banners, 	<p>Career Path # 6 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> ○ Helping people solve problems ○ Working with kids ○ Working with elderly people ○ Preparing food

<ul style="list-style-type: none"> ○ Using math to solve problems ○ Gardening ○ Using tools <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Practical ○ Like using my hands ○ Logical ○ Good at following instructions ○ Observant <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Building stage sets for a school play ○ Drawing sketches of cars or mechanical things ○ Working on cars <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Math ○ Science ○ Shop <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 200px;"></div>	<p style="text-align: center;">etc.</p> <ul style="list-style-type: none"> ○ Keeping records, taking notes at meetings ○ Working with numbers ○ Organizing files and paperwork <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Practical ○ Independent ○ Organized ○ Like to use machines ○ Like to be around people <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Being in a speech contest or debate ○ Using a computer ○ Volunteering in a local hospital office <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Speech ○ Language ○ Math <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 200px;"></div>	<ul style="list-style-type: none"> ○ Being involved in politics ○ Solving a mystery <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Friendly ○ Open ○ Outgoing ○ Good at making decisions ○ Good listener <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Tutoring young children ○ Helping with a community project ○ Coaching kids in a sport <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Language ○ Social Studies ○ Speech <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 200px;"></div>
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Career Path Student Survey Answer Sheet

Career Path # 1 = Health Services

Career Path # 2 = Natural Resources/Agriculture

Career Path # 3 = Arts & Communication

Career Path # 4 = Industrial and Engineering Technology

Career Path # 5 = Business, Management, and Technology

Career Path # 6 = Human Services

Jobs and Gender Role Survey

*One copy for each student

Name: _____ Grade: _____

Directions: Place a check-mark on one of the lines beside each occupation to indicate if a male, female, or both could do the work of the job.

	<u>Males Only</u>	<u>Both Genders</u>	<u>Females Only</u>
Nurse	_____	_____	_____
Hockey Player	_____	_____	_____
Pilot	_____	_____	_____
Receptionist	_____	_____	_____
Soldier	_____	_____	_____
Bus Driver	_____	_____	_____
Miner	_____	_____	_____
Farmer	_____	_____	_____
Elementary Teacher	_____	_____	_____
Police Officer	_____	_____	_____
Politician	_____	_____	_____
Hair Stylist	_____	_____	_____
Plumber	_____	_____	_____
Artist	_____	_____	_____
Judge	_____	_____	_____
Fashion Model	_____	_____	_____
Gymnast	_____	_____	_____
Scientist	_____	_____	_____
Archaeologist	_____	_____	_____
Football Player	_____	_____	_____
File Clerk	_____	_____	_____
Flight Attendant	_____	_____	_____
Race Car Driver	_____	_____	_____
Physician	_____	_____	_____
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sports Writer	_____	_____	_____
Carpenter	_____	_____	_____
Cab Driver	_____	_____	_____
Pharmacist	_____	_____	_____

Resource: Ideas for Personal Plan of Study/Career Portfolios

The ideas that follow are thought-starters as you and your colleagues formulate the guidelines for the Comprehensive Guidance aspect of student portfolios.

I. Foundation Principles:

1. The purpose of the portfolio is three-fold:
 - a. To serve as a storage/retrieval system for selected student work
 - b. To provide students and counselors with a “running record” of students’ achievement, their interests, their perceived aptitudes and abilities
 - c. To provide students with a place to collect their thoughts/feeling/wishes/goals regarding school, work, and themselves in relation to school and work as they progress through middle school and high school.
2. Portfolios are to be used FOR (not AGAINST) the student and his or her growth and development as a current and future citizen of the world.
3. Your ideas

II. Contents

1. Student's Personal Plan of Study
2. Assessment Results (Informal and Standardized)
3. Student's Life Career Goals
4. Student's Reflections
5. Your Ideas

III. Storage/Retrieval/Access

1. Student Privacy is of utmost importance
 - a. The sensitivity of student-provided content is addressed “before the fact.”
 - b. Students are able to determine who has access to Portfolio
 - c. The district's implementation policies/guidelines regarding The Family Educational Rights and Privacy Act will be followed.
 - d. All access/retrieval policies and guidelines will be “transparent” for the student, i.e., not secrets and no surprises as a result of information student includes in portfolio.
2. Storage of Portfolio is the responsibility of the school district
 - a. Notebooks?
 - b. Electronic?
3. In the case of some documentation it may be more appropriate for student to maintain information.

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other standards. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included in this Standard will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Who Am I as a Career? A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How do the Career Paths relate to a person’s identity?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER	DOK
1. The student will use career and educational information resources to choose one Career Path, identifying training and education.		CD.7.A.06.a.i: Use current interests, strengths and limitations to guide individual career exploration. CD.7.B.06.a.i: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. CD.7.C.06.a.i: Recognize non-traditional work roles. CD.8.A.06.a.i: Evaluate career and educational		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level–3 <

		information resources. CD.8.B.06.a.i: Compare the different types of post-secondary training and education as they relate to career choices.				DOK Level – 3
2. The student will identify males and females in nontraditional work roles by completing the “Job and Gender Role” survey.		CD.7.A.06.a.i CD.7.B.06.a.i CD.7.C.06.a.i CD.8.A.06.a.i CD.8.B.06.a.i		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	CD A CD C	DOK Level–3 DOK Level – 2 DOK Level – 1 DOK Level – 2 DOK Level – 3
ASSESSMENT DESCRIPTIONS*: Students will identify careers, using the Career Path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson 1: Tootsie Roll TM , Tootsie Roll TM , Who Art Thou? (Part 1) Lesson 2: Tootsie Roll TM , Tootsie Roll TM , Who Art Thou? (Part 2)					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
	See Lessons:				
1	Lesson 1: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 1)				
2	Lesson 2: Tootsie Roll ™, Tootsie Roll ™, Who Art Thou? (Part 2)				
	<u>Direct:</u> _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1,2) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls.1) _____ Case Studies _____ Reading for Meaning _____ Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) _____ Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls.1) <input checked="" type="checkbox"/> Concept Mapping _____ Concept Attainment (Ls. 1) _____ Cloze Procedure	<u>Experiential:</u> _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building <input checked="" type="checkbox"/> Surveys (Ls. 2)	<u>Independent Study</u> _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework <input checked="" type="checkbox"/> Research Projects (Ls. 1) <input checked="" type="checkbox"/> Assigned Questions (Ls. 1) _____ Learning Centers	<u>Interactive Instruction</u> _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2) _____ Laboratory Groups _____ Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) _____ Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 1) _____ Conferencing
UNIT RESOURCES: (include internet addresses for linking) http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr6-Unit1.pdf http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr6-Unit1.doc Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit # 1 Title: How Do the Pieces Fit?

Grade Level: 7

Number of Lessons in Unit: 3

Time Required: Usually 50 minutes; however, length will vary depending on the length of the inventories selected.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: If the Career Fits, Explore It!

Materials/Special Preparation Required:

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

Lesson 2: If the Career Fits, Explore It! (Part 2)

Materials/Special Preparation Required:

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: *Who I Am...*, *Researching a Career* (optional)

Lesson 3: We Are All Pieces of the Puzzle

Materials/Special Preparation Required:

Completed *Who I Am ...* and *Researching a Career* Activity Sheets (see Lesson 2)

Activity Sheet: *Map It Out* concept map (2 copies for each student)

Item(s) purchased locally and produced in another country

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Standard (GLS):

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning. (DOK – Level 3)

CD.7.B.07.a.i: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes. (DOK – Level 2)

CD.7.C.07.a.i: Recognize the relevance of all work and workers and their existence in a global society. (DOK – Level 2)

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest. (DOK – Level 3)

CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. (DOK – Level 3)

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

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. 6. Discover and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
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.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Who am I? What appeals to me?
How are occupations inter-related?
How do people's interests affect career choices?

Unit Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.
The student will research three possible careers and choose one for further investigation.

The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.

Unit Instructional Strategies/Instructional Activities:

- ☒ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- ☒ Indirect (Reflective Discussion, Concept Mapping)
- ☒ Experiential (Surveys)
- ☒ Independent Study (Research Projects)
- ☒ Interactive Instruction (Discussion, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.

Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.

Students will research three careers of interest and select one goal career.

Students will use graphic organizers to demonstrate related careers.

Brief Summary of Unit: Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path.

When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.

Student Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 7 the common conceptual understanding includes: the integration of self knowledge into life and career plans, adapting to changes in the world economy and work, respect for all work (and workers).

For CD 8 the common conceptual understanding includes: the career decision-making processes and the education and training requirements of careers.

At the seventh grade level, students are expected to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Personal Characteristics

Unit # 1 Title: How Do the Pieces Fit?**Lesson Title:** If the Career Fits, Explore It! (Part 1)**Lesson:** 1 of 3**Grade Level:** 7**Length of Lesson:** one class period**Missouri Comprehensive Guidance and Counseling Domain:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Standard (GLS):

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

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. 6. Discover and evaluate written, visual and oral presentations and works.
	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 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)**Specific Skill(s)**

X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.
Assessment can be question answer, performance activity, etc.
 Students will complete an interest inventory.

Lesson Preparation

Essential Questions: Who am I? What appeals to me?

Engagement (Hook): Partners tell each other qualities they see in one another and what career(s) they think they might be good at.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Introduce the interest inventory. Emphasize the intended purpose of interest inventories (to compare their interests with the interests of workers in specific occupations), how the inventory was developed AND to whom students' interests were compared to yield the students' results (people in the "norming" group). Stress the importance of sincere and deliberate responding. Administer the career interest inventory. 2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g. did 	<ol style="list-style-type: none"> 1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately. 2. Post-inventory: Reflect on process and respond to questions

<p>they “just do it” or did they do it thoughtfully and with a curiosity about themselves and their results? Help students anticipate their results as a way to gain interesting information to consider when making decisions about careers.</p> <p>(NOTE: It is important that EVERY student develops an awareness of his or her interests as measured by a comprehensive inventory; thus, plan a separate session for those who may have difficulty completing the inventory in a large group setting).</p> <p>3. Tell students that the results of the inventory will be used in the next lesson (Unit 1 Lesson 2). When using an online interest inventory, print a copy of each student’s results.</p>	<p>3. Students will share closing comments.</p>
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Teacher Follow-Up Activities

Students post their name in the correct area of a career path chart. Names are followed by one or two strengths the student possesses that attracted them to their career path.

Counselor reflection notes (completed after the lesson)

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Unit # 1 Title: How Do the Pieces Fit?**Lesson Title:** If the Career Fits, Explore It! (Part 2)**Lesson:** 2 of 3**Grade Level:** 7**Length of Lesson:** 50 minutes**Missouri Comprehensive Guidance and Counseling Domain:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Standard (GLS):

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.

CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

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

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronicActivity Sheets: *Who I Am...*, *Researching a Career* (optional)**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. 6. Discover and evaluate written, visual and oral presentations and works.
	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 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
X	Science	Scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will research three possible careers and choose one for further investigation.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

Students will choose a career of interest to research.

Lesson Preparation

Essential Questions:

How do career interest inventories affect career choices?

Engagement (Hook): Instructor proclaims, “Tomorrow’s the day!”

Procedures:

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Say to students: You have to get a job by noon tomorrow!! The magic is ... you have the ability get the job of your dreams ... a job that will allow you to be yourself!! What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson. 2. Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results: <ul style="list-style-type: none"> • Do your results reflect <u>you</u>? • How do your results fit with the job you identified at the beginning of this lesson? • The person who "takes" an interest inventory must use the results (not let the results use them) with information they know to be true about themselves (e.g., "The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked."). 3. Review career paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each career path and the job they identified step 1 above. Is there a fit? Would you still choose the job you chose at the beginning of this lesson? Would you like to take the interest inventory again? 4. Provide instructions for the <i>Who I Am...</i> activity sheet and have students complete it by marking an X in the boxes that are like them. <p>NOTE: <i>Students may be unfamiliar with the vocabulary on this activity sheet. The</i></p>	<ol style="list-style-type: none"> 1. Students will identify a job. 2. Students will review and reflect honestly on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions. 3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories ...in light of the job they identified earlier in this lesson. 4. Review the <i>Who I Am...</i> activity sheet and ask clarifying questions.

<p><i>counselor may choose to read the items and offer explanation as questions arise.</i></p> <ol style="list-style-type: none"> 5. <u>Collect the completed activity sheets.</u> Tell students that during the next lesson, they will be using the results and that between now and the next lesson they will be discovering more about a specific occupation. 6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check during the next lesson, based on the <i>Who I Am...</i> activity sheet. While students are investigating a specific career, they should consider which career path that occupation fits into. 7. Help students explore the career information resources available to them – on the internet, in the counselor’s office, in the school library. 	<ol style="list-style-type: none"> 5. Complete Step 1 of “<i>Who I Am...</i>” activity sheet; give to counselor after completing. 6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next lesson, they will be using the information gained from their career research to complete Step 2 of the <i>Who I Am...</i> activity sheet. 7. Students may use information downloaded from an online source, or if they are unable to print a hard copy of their career information from an online source, they can use the activity sheet <i>Researching a Career</i> to record information they find during the research they conduct.
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Teacher Follow-Up Activities

Students post careers they investigated on a classroom career path chart.

Counselor reflection notes (completed after the lesson)

Activity Sheet: Researching a Career

Name: _____ Grade: _____

Career: _____

Career path: _____

Average salary/wage: _____ Hours/work days: _____

Describe work and working conditions:

High school courses that will help you prepare for this job:

Education or training needed beyond high school to prepare you for this job:

Adapted from Missouri Guidance The Box, 1998.

Activity Sheet: Who I Am

Name: _____ Grade: _____

A career I am considering: _____

Career path: _____

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

- | | | |
|--|--|--|
| <input type="checkbox"/> High salary
(over \$50,000) | <input type="checkbox"/> Working in a wet place | <input type="checkbox"/> Working in a safe place |
| <input type="checkbox"/> Middle income
(\$20,000 to \$50,000) | <input type="checkbox"/> Working in some hazardous
surroundings | <input type="checkbox"/> Working at the same location
all day |
| <input type="checkbox"/> Low income
(under \$20,000) | <input type="checkbox"/> Pleasant working conditions | <input type="checkbox"/> Working inside |
| <input type="checkbox"/> Staying clean | <input type="checkbox"/> Working outside | <input type="checkbox"/> Getting dirty |
| <input type="checkbox"/> Working in a factory | <input type="checkbox"/> Working in a rural setting | <input type="checkbox"/> Working in many areas |
| <input type="checkbox"/> Working in a store | <input type="checkbox"/> Working in an office | <input type="checkbox"/> Traveling as part of the job |
| <input type="checkbox"/> Working in a noisy place | <input type="checkbox"/> Working with other people | <input type="checkbox"/> Working in a quiet place |
| <input type="checkbox"/> Working in heat | <input type="checkbox"/> Planning your own work | <input type="checkbox"/> Working alone |
| <input type="checkbox"/> Working in cold | <input type="checkbox"/> Doing work that provides a
chance to be creative | <input type="checkbox"/> Working in air conditioning |
| <input type="checkbox"/> Working in a dry place | <input type="checkbox"/> Doing the same task each day | <input type="checkbox"/> Having a high level of
responsibility |
| <input type="checkbox"/> Following orders | <input type="checkbox"/> Spending lots of time with your
family | <input type="checkbox"/> Doing different tasks every
day |
| <input type="checkbox"/> Working a seasonal job | <input type="checkbox"/> Being your own boss | <input type="checkbox"/> Having vacation time |
| <input type="checkbox"/> Working for someone else | <input type="checkbox"/> Working short hours | <input type="checkbox"/> Having flexible hours |
| <input type="checkbox"/> Performing mental, rather
than physical, tasks | <input type="checkbox"/> Working a regular 40-hour week | <input type="checkbox"/> Having respect in the
community |
| <input type="checkbox"/> Working with details | <input type="checkbox"/> Working with tools | <input type="checkbox"/> Performing physical, rather
than mental, tasks |

<input type="checkbox"/> Having good fringe benefits	<input type="checkbox"/> Manufacturing a product	<input type="checkbox"/> Performing a service
<input type="checkbox"/> Working while standing	<input type="checkbox"/> Working while sitting	<input type="checkbox"/> Helping people
<input type="checkbox"/> Doing work that requires a great deal of reading and writing	<input type="checkbox"/> Competing with others	<input type="checkbox"/> Working in an expanding career area
<input type="checkbox"/> Motivating others	<input type="checkbox"/> Influencing others	<input type="checkbox"/> Working in a city
<input type="checkbox"/> Working in the suburbs	<input type="checkbox"/> Supervising others	<input type="checkbox"/> Making decisions on the job
<input type="checkbox"/> Working in a declining career area	<input type="checkbox"/> No high school diploma or GED required	<input type="checkbox"/> Social skills required
<input type="checkbox"/> Listening skills required	<input type="checkbox"/> Following directions carefully	<input type="checkbox"/> Trade or technical school required
<input type="checkbox"/> Working with a chance for advancement	<input type="checkbox"/> Advanced college degree required	<input type="checkbox"/> Using writing skills
<input type="checkbox"/> Using speaking skills	<input type="checkbox"/> Using reading skills	<input type="checkbox"/> On-the-job training required
<input type="checkbox"/> Apprenticeship offered	<input type="checkbox"/> License required	<input type="checkbox"/> Memory skills required
<input type="checkbox"/> Working as a member of a team	<input type="checkbox"/> Good grooming required	<input type="checkbox"/> Using science skills
<input type="checkbox"/> Advanced math skills required	<input type="checkbox"/> Basic math skills required	<input type="checkbox"/> Union membership required
<input type="checkbox"/> Typing skills required	<input type="checkbox"/> Special skills required	<input type="checkbox"/> College degree required
<input type="checkbox"/> Social studies skills required	<input type="checkbox"/> Good manners required	<input type="checkbox"/> Working by myself

Step 2 Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for you) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

Adapted from Missouri Guidance The Box, 1998.

Unit # 1 Title: How Do the Pieces Fit?**Lesson Title:** We Are All Pieces of the Puzzle**Lesson:** 3 of 3**Grade Level:** 7**Length of Lesson:** 30 minutes**Missouri Comprehensive Guidance and Counseling Domain:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Standard (GLS):

CD.7.C.07.a.i: Recognize the relevance of all work and workers and their existence in a global society.

American School Counselor Association (ASCA) National Standard:

Career Development

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)Completed *Who I Am ...* and *Researching a Career* activity sheets (see Lesson 2)Activity Sheet: *Map It Out* concept map (2 copies for each student);

Item(s) purchased locally but produced in another country

A small puzzle

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
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.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Expressing ideas verbally; compare and contrast
	Mathematics	
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify six jobs related to a career of interest, using a graphic organizer based on the six career paths.

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, portfolio, etc.

Students will be able to use graphic organizers related to careers and career paths.

Lesson Preparation

Essential Questions:

How are occupations inter-related?

Engagement (Hook):

Show students a small puzzle. Explain that without all the pieces, a puzzle is not complete.

The same principle applies to the world of work. Each person who provides a service or who produces a product depends on others to make the process complete.

Procedures for Lesson

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Distribute students' completed <i>Who I Am</i> ... activity sheets. Have them complete the second part of the inventory. With one of the careers they researched in mind, students will mark the items that fit that career with "0". 2. Divide students into task groups. Give each group a <i>Map It Out</i> activity sheet. Encourage the groups to choose a specific career that they find appealing. The students will write the name of that career in the middle bubble. Ask the groups to consider related careers. Related careers are those that may not be the specific career goal they had in mind, but would allow students to be professionally involved in the career area desired. With each specific career, there are typically many related careers. The students will then brainstorm as many related careers as possible, placing them into the corresponding career path box(es). Encourage the students to come up with as many related jobs in as many career paths as possible. Some jobs may overlap many career paths, while others may not. <u>Example:</u> A specific career may be a news anchor-person. Related careers might include: camera operator, copywriter, free-lance writer, reporter, producer, actor, and sportscaster. Allow 5 minutes for students to complete the activity sheet. 3. Review the groups' results, soliciting opinions from the rest of the class. 4. Present items (products) purchased in the United States but produced in another 	<ol style="list-style-type: none"> 1. Students will complete the second part of the activity sheet and review the match, asking himself or herself if their preferences would make them a good fit with the occupation they researched. 2. Participate in group discussion while respecting the views of others. 3. When the activity sheet is complete, groups will explain their choices for related occupations either to the whole class group or to another small task group. 4. Consider the many people who have work because of this product--in the country of

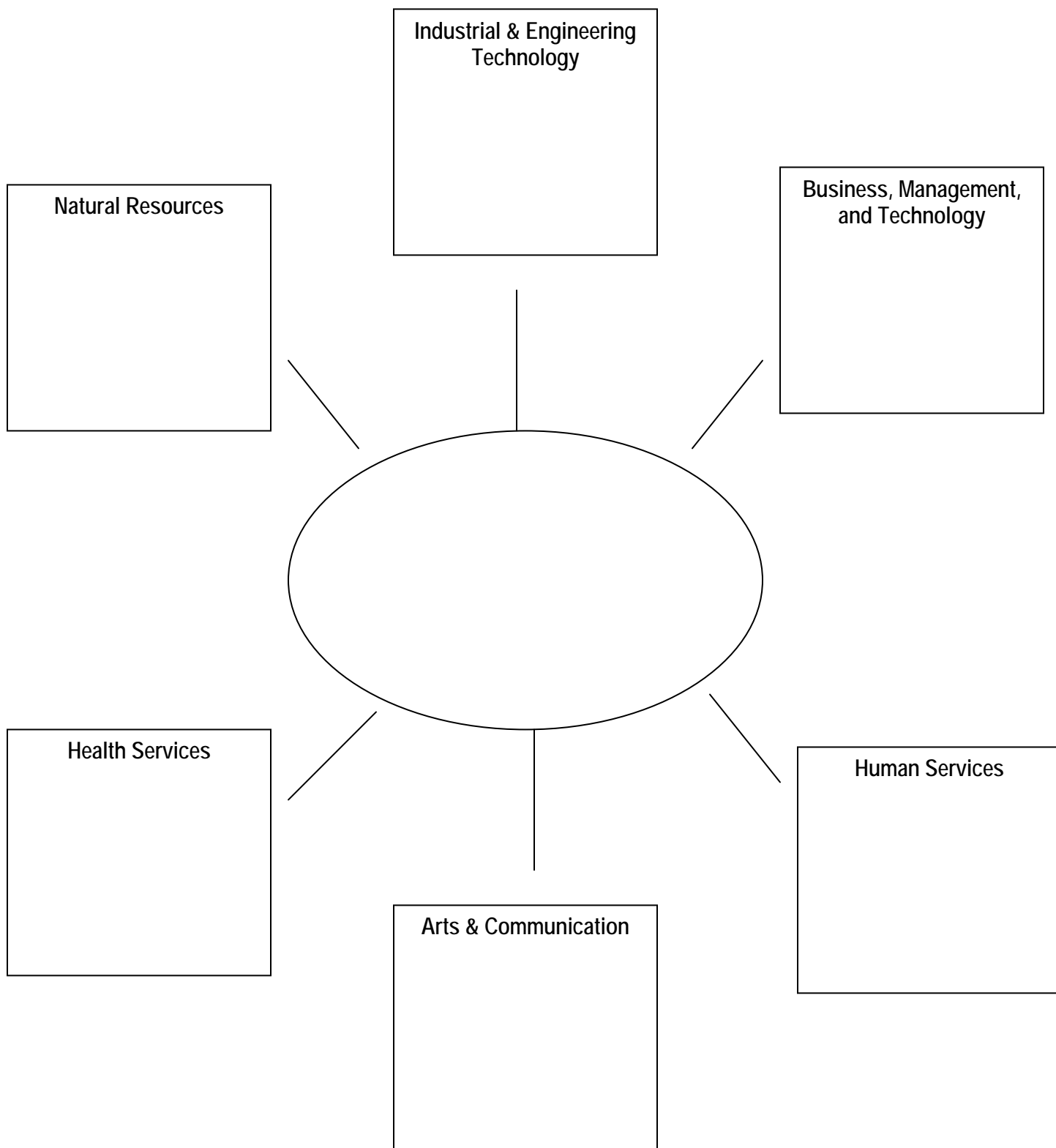
<p>country to the groups. Have them consider all the potential individuals who may have contributed to that product being available for purchase in the local store. Give each group another copy of the <i>Map It Out</i> activity sheet to use for this activity, and tell students to place the name of the product in the center and the names of related occupations in the career path boxes surrounding the product.</p> <p>Allow 5 minutes for students to complete the activity sheet.</p> <p>5. Discuss the groups' results for this exercise. Follow up with discussion of a global society, the value of all work and workers and the interdependence of people all over the world.</p>	<p>origin and in the United States. Students will contribute ideas and listen to others' ideas through brainstorming, group discussion, and class discussion. Students will express different opinions while respecting the opinions of others.</p> <p>5. As closure, students will do a 2-minute writing summarizing what they have learned during this unit. These summaries may be included in the students' Personal Plan of Study/Career Portfolio.</p>
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Teacher Follow-Up Activities

Teacher may want to post *Map It Out* activity sheets on bulletin board so students can visually understand many examples of how various careers are dependent on one another.

Counselor reflection notes (completed after the lesson)

Activity Sheet: Map It Out!



COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other standards. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included in this Standard will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: How Do the Pieces Fit?		SUGGESTED UNIT TIMELINE: 3 Lessons				
Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path. When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. Who am I? What appeals to me? 2. How are occupations inter-related? 3. How do people’s interests affect career choices?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify interests and relate that information to career and career paths by completing an interest inventory.		CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK – Level 3
		CD.7.B.07.a.i: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.		CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK – Level 2	

		<p>CD.7.C.07.a.i: Recognize the relevance of all work and workers, and their existence in a global society.</p> <p>CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.</p> <p>CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</p>				<p>DOK – Level 2</p> <p>DOK – Level 2</p> <p>DOK – Level 3</p>
2. The student will research three possible careers and choose one for further investigation.		<p>CD.7.A.07.a.i CD.7.B.07.a.i CD.7.C.07.a.i CD.8.A.07.a.i CD.8.B.07.a.i</p>		<p>W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7</p>	<p>CD A CD C</p>	<p>DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3</p>

				WHST.6-8.9		
3. The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.		CD.7.A.07.a.i CD.7.B.07.a.i CD.7.C.07.a.i CD.8.A.07.a.i CD.8.B.07.a.i		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9	CD A CD C	DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3
ASSESSMENT DESCRIPTIONS*: Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio. Students will research three careers of interest and select one goal career. Students will use graphic organizers to demonstrate related careers.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction					
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls.3) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 2)	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 2) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 3) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr7-Unit1.pdf http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr7-Unit1.doc Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit # 1 Title:How Does Who I Am, Relate to Planning for High School and Beyond?

Grade Level: 8

Number of Lessons in Unit: 2

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It all Together: The Personal Plan of Study

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-

Secondary Training/Education	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Standards: (GLSs)	
CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations. (DOK Level – 4)	
CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)	
CD.8.A.08.a.i: Compare personal interests with information about careers and education. (DOK Level – 3)	
CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest. (DOK Level – 2)	
CD.9.A.08.a.i: Evaluate personal, ethical and work habit skills as they relate to achieving the student’s educational career plan. (DOK Level – 4)	
CD.9.B.08.a.i: Utilize a portfolio of middle school/junior high school academic and work experience. (DOK Level – 4)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
C: Students will understand the relationship between personal qualities, education, training and the world of work.	

Time Required: Varies according to the instruments used

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve 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 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?
How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.
The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.
The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

☒ Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
☒ Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
☒ Experiential (Narratives)
☒ Independent Study (Essays, Learning Logs)
☒ Interactive Instruction (Discussion, Think-Pair-Share, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Brief Summary of Unit:

The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand, the common vocabulary for eighth graders includes:

Work Job Responsibilities of Workers College

Career	Interests	Strength
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview
University	Limitation	

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Mapping It Out

Lesson: 1 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Standards (GLSs):

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08.a.i: Compare personal interests with information about careers and education.

CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08.a.i: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

CD.9.B.08.a.i: Utilize a portfolio of middle school/junior high school academic and work experience.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study/Career Portfolios*. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve 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 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the checklist for his/her portfolio. The student will evaluate his/her experiences and preparation through completion of the "Mapping It Out" activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.
Assessment can be question answer, performance activity, etc.
 Students will collect and organize their completed self-information and reflection materials (as specified by the counselor); students will complete a self-assessment through use of the activity sheet.

Lesson Preparation

Essential Questions:
 As you have traveled through your life's journey, what roads have you taken to get to this point?
 How have your choices affected planning for high school and beyond?
 What options are available on the road ahead?
 How will you get where you want to go?

Engagement (Hook):

Enter the classroom with state road maps. If you have computer capability, you may want to use a site, such as MapQuest, Google Maps, etc., for this activity. Divide the students into groups of 3 to 5 students each. Students will choose one person from their group to be a recorder/secretary to write group responses. Introduce the activity by saying, "Today, we are going to plan a trip."

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. "When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?" 2. Choose a destination beforehand that is distant from your students' home town, let students know what that destination is, then begin again with the instructions noted above. 3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered. 4. Make the following points through conversation with students. <ul style="list-style-type: none"> • Before going on a trip, what information do you need? • How do you know where to go? • Were some of the routes you took longer than others? • When we were doing the map activity, did you end up going in the wrong direction and having to go back? Even though you had to turn around, did you still manage to get back on track? Who or what helped you get back on track? • Where could you get information to make your planning better? • Some people prefer to take the interstates, while others like to take the back roads. What are the pros and cons associated with both choices? 	<ol style="list-style-type: none"> 1. Students will probably express confusion since the counselor has not given them a destination. 2. Students try to find as many routes as possible to reach the destination in the time allotted. 3. Students contribute their ideas. 4. Students respond to the prompts from the counselor.

<p>5. “No matter where you are going, the key to arriving at your destination is planning. How does planning for a trip relate to planning for high school and beyond?”</p> <p>6. “This unit can help you become an active participant in your life journey. During this lesson and the next, I am going to be your guide and you will be the explorers. Together we are going to map out your life journey up to this point. In the next lesson, you will develop a Personal Plan of Study that will guide you toward your ultimate destination. When you have completed your Personal Plan of Study, you will present your work to your parent(s)/guardian(s) and to your counselor.”</p> <p>7. “As we go through this process, we are going to consider where you have been, where you are, and where you would like to be in the years to come. Leaf through your portfolio – it contains a wealth of information about what you have considered and what you have participated in. All of this information can contribute to the decision-making process concerning careers and courses of study.”</p> <p>8. “The first step may be boring for some of us, but we have to do it to prepare for our</p>	<p>5. Students may respond with the following:</p> <ul style="list-style-type: none"> • You have to know your destination and how to get there. • You have to prepare. • You can talk to people who have been there before. • You have to make decisions based on what is right for you. • Even though you might make some wrong turns, you can get back on track with help. • Some people choose to take a more direct route, while others take a more indirect path. <p>6. Students ask questions for clarification.</p> <p>7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.</p> <p>8. The resource: <i>Portfolio Checklist</i> will guide the organization of the students’</p>
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<p>journey. Let's get organized. Review your portfolio pieces and make sure that you have information readily available.</p> <p>“When considering what career path/career cluster you want to follow and what classes you want to take in high school, planning is important. Having information from assessments, such as a career interest inventories and achievement test scores, can be a starting point for planning. You have those results in your Portfolio.”</p> <p>The resource: “Portfolio Checklist” will help you identify and organize information into categories about yourself based on assessment processes developed by others and your own assessment of yourself through reflection.</p> <p>Take about 10 minutes to organize the contents of your portfolio.</p> <p>9. Distribute <i>Mapping It Out</i> activity sheet. “An important part of planning for a trip is thinking about where you’ve been and where you are now.”</p> <p>Explain each section of the activity sheet. Allow time for students to work on through the activity.</p> <p>10. “What have you learned today?”</p> <p>11. “When we meet again, we will be setting up your Personal Plan of Study for high school and beyond. In the meantime, consider where you ultimately plan on going and what you need to do to get there.”</p>	<p>portfolios. Students will sort the materials they have. (Some students are natural organizers and will have their materials organized; use their expertise to help other students).</p> <p>9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.</p> <p>10. Students will respond with their insights.</p> <p>11. Students may have questions that need to be addressed by the counselor.</p>
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Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Check in with students to discover where their interests lie and how this may tap into high school and career planning.

Counselor reflection notes (completed after the lesson)

PORTFOLIO CONTENTS CHECKLIST

The items in the following list can be used during the process of compiling a personal plan of study. You may have items in your portfolio that are not listed here. This list is intended as a starting point, not a destination.

Completed Activity Sheets and Reflections

Grade Level: 6

- ☐ Career Path Student Surveys
- ☐ Worker Interview
- ☐ It's All About Me!
- ☐ Ethical Dilemma Scenarios

Grade Level: 7

- ☐ Interview Checklist
- ☐ Who I Am...
- ☐ Researching a Career
- ☐ Map It Out concept map

Results of Achievement, Aptitude, Interest Assessments and Reflections

Interest Inventories

Dates	Name of Inventory	Results

Achievement Test Scores (Middle School)

Dates	Name of Achievement Test	Results

Aptitude Assessments (include job shadowing experiences)

Dates	Name of Assessments	Results

Reflection Papers/Paragraphs/Experiences

Dates	Title	Results

Other Items Your Teacher and/or Counselor specify:

Mapping It—Where You've Been and Where You Are Now Activity Sheet

MAP IT

Membership in Clubs & Organizations
(Include awards and recognition you have received.)

Job(s) & Volunteer Project(s)
(Include job shadowing experiences.)

Career(s) & Career Path(s)
(What have you researched or considered?)

Personal Strengths
(What do you do well? Include school subjects, as well as other personal strengths.)

Hobbies & Interests
(What do you like to do? Include school activities, as well as other interests.)

My Values & Causes
(What character traits and social causes are important to you?)

Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Putting It All Together: The Personal Plan of Study

Lesson: 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes; note that this lesson may take two sessions to complete, depending on the group

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Standard (GLS):

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08.a.i: Compare personal interests with information about careers and education.

CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08.a.i: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

American School Counselor Association (ASCA) National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews. Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson. Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve 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 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
	Communication Arts
X	Mathematics Data analysis
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use prior knowledge, as well as information from the day's lesson, to complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLSs.
Assessment can be question answer, performance activity, etc.**

The student will set a career goal and compile a Personal Plan of Study that will facilitate reaching that goal.

Lesson Preparation**Essential Questions:**

How can I reach my future goals?

Engagement (Hook):

Return with one of the road maps from the previous lesson. “Last time we met, we discussed taking a journey. How does this relate high school planning and career goals?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Ask students to relate hook statements to their own goals and plans. “During this lesson, I will continue to work as your guide as you map out your future education and career plans. While we are doing this, please keep in mind where you have been, where you are now, and where you would like to be in the future.” 2. “First of all, we are going to consider where you’ve been and where you are now.” Using the completed <i>Resource Checklist</i> and <i>Mapping It Out</i> activity sheets, review student information briefly, asking students to share one or two observations about what they learned during that activity. 3. “Going back to our analogy about taking a trip, in the previous lesson, we talked about preparing for a trip. If you don’t have gas money or you don’t plan for the weather, your trip may not go as well as you hoped. Looking at your <i>Mapping It Out</i> activity sheet, place a star – or stars – on the area(s) you may need to bolster in order to be better prepared on the road ahead.” While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions. 	<ol style="list-style-type: none"> 1. Students will volunteer responses that indicate an awareness of the need to establish one’s own goals and to develop plans to get to their goals. 2. Students will volunteer one or two concepts they learned and/or discovered about themselves. 3. Students will review their information and evaluate the area(s) where they may need to improve.

<p>4. “Five years from now, you will be embarking on the next phase of your trip. You will have completed high school and will be taking the next step toward your ultimate goal. For some of you, that will mean more education or training, such as college, technical training, or apprenticeship. For others, that will mean going directly into the world of work. Planning high school coursework around your ultimate goal can help your trip go more smoothly.”</p> <p>Point out the differences between high school and middle school expectations. For example, in middle school, most students take the same coursework, while in high school, choices are made according to student achievement levels and interests. In middle school, students may fail a semester of coursework and still advance to the next grade. In high school, students who fail a semester of coursework are required to take that semester of coursework again. Point out how the credit system in high school makes passing each semester of each class a necessity.</p> <p>Distribute <i>Mapping Out Your Personal Plan of Study</i> activity sheet and high school course catalogs, if available. Explain that there are requirements that each student must meet, but there may be options available to each student that will allow them to meet those requirements while being tailored to their individual plans and needs.</p> <p>Schools using an online planning service may choose to utilize that service at this point.</p> <p>5. Work with the students through the process of mapping out their high school coursework. Terms that will need to be defined include: fine arts and practical arts.</p>	<p>4. Students will respond with questions to clarify their understanding.</p> <p>5. Students will work individually to complete their high school personal plans of study.</p>
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<p>The middle school counselor should work closely with the high school counselor to ensure that any changes to district and/or state requirements are addressed.</p> <p><i>(NOTE: Be prepared for this activity to take two sessions.)</i></p> <p>6. At the bottom of the map is a key. Explain to students that really good maps have keys that give the user insight and help when charting their courses. What key people can be part of their planning? What key organizations, activities, and experiences can help them arrive at their destination more informed and more prepared?</p> <p>Once students have completed their Personal Plans of Study, their parents/guardians should be involved in some way. The counselor may accomplish this in a number of ways: hosting a Parent/Guardian and Student Night in which portfolios and students plans are reviewed; sending the information home with the students and getting parent/guardian signatures on the document to show that they have reviewed the information with the student, etc.</p>	<p>6. Students will review their information with parents/guardians.</p>
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Teacher Follow-Up Activities

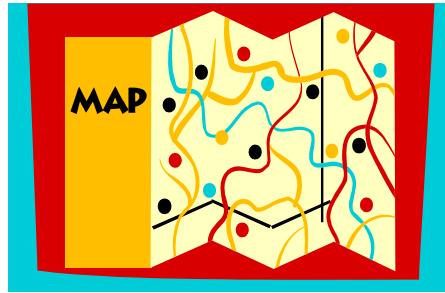
Teachers may follow up in an advisory capacity, helping students with the high school planning process.

Counselor reflection notes (completed after the lesson)

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Mapping Out Your Personal Plan of Study

Freshman Year (9th Grade)	
Units	Subject



Junior Year (11th Grade)	
Units	Subject

What is your ultimate career goal?

Career Path/Career Cluster:

Education/training required:

Sophomore Year (10th Grade)	
Units	Subject

Senior Year (12th Grade)	
Units	Subject

State Requirements:

- _____ Units of Mathematics
- _____ Units of Language Arts
- _____ Units of Social Studies
- _____ Units of Science
- _____ Units of P.E.
- _____ Units of Personal Finance
- _____ Units of Health Education

District Requirements:



What are some key school or community-based clubs, organizations, or activities will help you on your way?

Where can you gain more information about your ultimate career goals and the requirements needed to achieve that goal?

Who can give you support and encouragement when you get "lost"?

Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Putting It All Together: The Personal Plan of Study (Part 3) **Lesson:** 3 of 3

Grade Level: 8

Length of Lesson: This lesson will require a minimum of two 50-minute sessions + time for students to plan and make their presentations to their “support group” (See Unit Assessment)

Missouri Comprehensive Guidance Standards:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

Grade Level Expectation (GLE):

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.7.C.08.a.i: Identify personal contributions made to school and community.

CD.8.A.08.a.i: Compare personal interests with career and educational information.

CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student’s educational career plan.

CD.9.B.08.a.i: Utilize a portfolio of Middle School/Junior High School academic and work experience.

American School Counselor Association National Standard (ASCA):

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: “Setting Priorities The Turtle Bay Way”

Activity Sheet: Consider This ...

Activity Sheet: Personal Plan Of Study

Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve 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 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing skills
X	Mathematics	Data analysis
	Social Studies	
X	Science	Scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</p> <p>The culminating performance event for the Middle School Career Development Strand is a presentation by each student of his or her "My Design for My Life" and "My Personal Plan of Study". The students will identify their "cheering section" – a small group of their strongest supporters e. g., parents, a favorite aunt, a middle school teacher, an elementary teacher, a school staff person (e.g. a custodian) and, of course, the Counselor! The student will creatively design the materials and the delivery method for the presentation. The materials will demonstrate the student's written communication skills, (using writing standards specified by the Communication Arts department), the ability to organize documents so they are easily accessible, creative and critical thinking ability. The presentation will demonstrate the student's ability to utilize technology, to orally communicate ideas in an engaging manner. Content will reflect the students: understanding and will answer the following questions: re: "My Design for My Life": What do I want for me and my life (My mission and purpose)? What "thumbprint" do I want to leave via my personal contributions to my family, school and community (my philosophy about living in a global community). How does my work/occupation fit my design for my life? Re: "My Personal Plan of Study": What skills and</p>

experiences have I had that would be valuable to employers and to employability in general, especially in my current career path of interest? Where can I go (now and in the future) to find information related to occupations that fit my interests and abilities? How do my skills, talents, and experience relate to academic/career planning? How do the Career Paths relate to my academic/career planning? How can I use my portfolio to help me retain, retrieve and review new data/information about myself and career paths and career clusters. How can I use that information to review/rethink and refine/revise “My Personal Plan of Study” regularly and systematically in high school (and beyond)

Lesson Preparation

Essential Questions:

So Many Pieces—So Many Options—How will I EVER be able to Make a choice.
What do we mean when we talk about personal skills? Ethics? Academics? Work habits? How do these values and characteristics relate to planning for high school and beyond? How are high school courses related to academic/career goals?

Engagement (Hook):

What information in your portfolio will help you prepare your Personal Plan of Study?

Procedures

Instructor Procedures:	Student Involvement:
<p><i>A Reminder: This lesson will require more than one classroom session. In order to make it the most meaningful for students, it will require 3-4 sessions. You are encouraged to work with your principal and colleagues to incorporate the lessons into a cooperative classroom experience.</i></p> <ol style="list-style-type: none"> 1. Introduce the essential questions and discuss the culminating unit task: Presenting their: “Design for My Future” and “My Personal Plan of Study” to their “cheering section” (parents, teacher, counselor, aunt, friend). 2. Tell students that the next steps in their journey will require several classroom guidance sessions. Facilitate students’ review of the steps they have taken to this point. Ask them to “get out” the following as you describe the use they have made and/or will make of each: Completed Activity Sheets: <ul style="list-style-type: none"> • “Back to the Future...”, (will serve as a 	<ol style="list-style-type: none"> 1. Question and answer session; group discussion. 2. Students will “get out” the materials as they are described.

<p>reminder of the importance of thinking about the past) and</p> <ul style="list-style-type: none"> • The Pieces of My Puzzle...”(to be used during this session to establish priorities to consider while they are designing their future, including, choosing a career). <p>3. The next step is to determine personal preferences and priorities. Introduce the “Turtle Bay” process to students (See Activity Sheet: “Setting Priorities The Turtle Bay Way” -- <i>NOTE!! This can be a confusing process – however, once you have done it, the process is an easy way to compare and prioritize lists.</i>) Students will need one “Turtle Bay” Activity Sheet for each category they will be prioritizing:</p> <ul style="list-style-type: none"> • Home Activities • Work Activities • Self-Time Activities • Enjoyable Activities • “Good-Ats” • Values • Social Responsibility Actions <p>4. When students have prioritized their lists, have them write a 1-2 page narrative titled “My Design for My Life” (This will be a rough draft copy and will be refined as a part of the culminating presentation).</p> <p>5. The next step is to review and summarize information about self as measured by:</p> <ul style="list-style-type: none"> • Interest Inventories, Achievement Tests, Aptitude measures, • Grades • Participation classes and school activities • Reflections of work exploration experiences, e.g. job shadowing, worker interviews, observations of workers. <p>6. After reviewing the information they have collected about themselves via many data</p>	<p>3. Students will write the “items” they listed in each category of the “The Pieces of My Puzzle” Activity Sheet on a “Turtle Bay” prioritizing Activity Sheet (one Activity Sheet for each category) and proceed with the prioritization process.</p> <p>4. When students have prioritized their lists, have them write a 1-2 page narrative titled “My Design for My Life” (This will be a rough draft copy and will be refined as a part of the culminating presentation).</p> <p>5. Students will review portfolios to determine what information might be pertinent in the Personal Plan of Study building process.</p> <p>6. Students will review and make “rough” summary notes about the information.</p>
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<p>sources, have students create a grid to compare 9 or 10 of the occupations they are considering with the transferable/functional work-related factors (e.g. being able to afford a sports car; using my creativity in my work) that have emerged as high priorities for them as they have gathered the pieces of their life-puzzle. Consider:</p> <ul style="list-style-type: none"> • Self Knowledge (Discoveries, results of inventories and reflections) • World of Work Knowledge: • Job tasks & responsibilities • Salary • Working Conditions • Opportunities for Advancement • Post-secondary Education/Training Required <p>7. The next step: Develop “My Personal Plan of Study”! The Activity Sheet: “Consider This” is list of questions/considerations that will help students focus their thoughts as they develop their “Personal Plan of Study”. Facilitate a discussion of the questions--challenge students’ assumptions.</p> <p>8. With these considerations in mind, students will consult their priority listings, their career portfolios and academic information to complete the Personal Plan of Study template. Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Provide any information students will need as they complete their “Personal Plan of Study”. Ideally students will be able to enter data for their “Personal Plan of Study” may want to complete the form in pencil, so that they can review and revise their plans as they progress through high school.</p> <p>9. As students work on their plans, review</p>	<p>7. Students will develop a grid and compare their current jobs of interest with their life’s-design priorities.</p> <p>8. Students will participate in a class discussion of the items on the Activity Sheet “Consider This”. They will ask clarifying questions and/or contribute ideas to the discussion.</p> <p>9. Students will identify personal, ethical,</p>
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<p>their progress. Ask the students to consider whether the Personal Plan of Study reflects who they are, their interests and their abilities.</p>	<p>and work habit skills that contribute to development of a Personal Plan of Study that reflects future academic and career goals. Students will engage in self-evaluation of their plans and will invite peers to review and make suggestions to improve their plans.</p>
<p>10. Facilitate the development of students' presentations of their "My Design for My Life" and "My Personal Plan of Study"</p>	<p>10. Students will develop presentations using guidelines provided in the "Unit Assessment" section of this Lesson Plan</p>

Teacher Follow-Up Activities

<p>Teachers may serve in an advisory capacity, reviewing plans for accuracy and plausibility. Encourage Communication Arts and Computer Science classroom teachers to work with you to plan class time students can work on their presentation.</p>

Counselor reflection notes (completed after the lesson)

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ACTIVITY SHEET: SETTING PRIORITIES THE TURTLE BAY WAY

The Turtle Bay process is one of those strategies that has been around so long that the origin has been lost. Richard Bolles has used a similar process in his “What Color is Your Parachute?” materials (Ten Speed Press, Berkley, California)..

A-1. Rank each item against each of the other items—e.g. if you could only have or do #1 or #2, which would you choose? Circle your choice. If you could only have or do #1 or #3 which would you choose											B. List the “thing” you listed on your “The Pieces of my Puzzle”	A-2. Use this side if your preference is the item being compared e.g., When comparing item 1 with all other items – circle the “1” in this column. If you would choose Item 1 over item 3 circle 1 in this column										
	2	3	4	5	6	7	8	9	10	11	1.	1	1	1	1	1	1	1	1	1	1	
	2	3	4	5	6	7	8	9	10	11	2.	2	2	2	2	2	2	2	2	2	2	
		3	4	5	6	7	8	9	10	11	3.	3	3	3	3	3	3	3	3	3		
			4	5	6	7	8	9	10	11	4.	4	4	4	4	4	4	4	4			
				5	6	7	8	9	10	11	5.	5	5	5	5	5	5	5				
					6	7	8	9	10	11	6.	6	6	6	6	6	6					
						7	8	9	10	11	7.	7	7	7	7	7						
							8	9	10	11	8.	8	8	8	8							
								9	10	11	9.	9	9	9	9							
									10	11	10.	10	11									
										11	11.											

Enter the number of times you circled an item # in columns A-1 and A-2										
1	2	3	4	5	6	7	8	9	10	11

Items in Priority Order:

Priority 1:

Priority 2:

Priority 3:

Priority 4:

Priority 5:

Priority 6:

Priority 7:

Priority 8:

Priority 9:

Priority 10:

Priority 11:

ACTIVITY SHEET: CONSIDER THIS ...

What is the current status of your:

- academic performance?
- study habits?
- academic skills?
- participation in after-school activities?

How will the above influence your choice of high school classes that will lead to your ideal life?

What options have you considered for your high school planning,

- math, science, language, and social studies requirements?
- elective courses should you consider that fit with your career path/cluster?

What personal contributions do you want to make?

What contributions have you made so far in the school and the community? Consider how these activities relate to your potential career path choices.

Have you thought about/considered:

A career technology center program during your junior and/or senior year of high school?

The extracurricular activities in which you want to participate?

Your post-high school plans; are you considering technical school, on-the-job training, military service, junior college, or four years of college or more?

How do the above questions and responses relate to helping you along the path to what you want your ideal life to be?

ACTIVITY SHEET: PERSONAL PLAN OF STUDY

Student Name: _____

Current Career Path/Cluster of Interest _____

Grade 9

Required Courses	Elective Courses

Grade 10

Required Courses	Elective Courses

Grade 11

Required Courses	Elective Courses

Grade 12

Required Courses	Elective Courses

Graduation Requirements (_____ units are required)

Communication Arts	_____
Math	_____
Social Science	_____
Science	_____
Fine Arts	_____
Practical Arts	_____
Physical Education	_____
Personal Finance	_____
Electives	_____

Other Educational Experiences:

Summer School

9th Grade _____
 10th Grade _____
 11th Grade _____
 12th Grade _____

Internships/Job Shadowing Experiences

9th Grade _____
 10th Grade _____
 11th Grade _____
 12th Grade _____

Dual Enrollment/College Courses

Student's Signature _____

Parent's Signature _____

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other standards. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included in this Standard will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond?		SUGGESTED UNIT TIMELINE: 2 Lessons				
The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.		CLASS PERIOD (min.): 50 minutes each lesson				
ESSENTIAL QUESTIONS:						
1.What does a person need to know about him/herself before embarking on career and educational planning?						
2.How can a person take control of his/her future?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review his/her portfolio and complete the checklist for his/her portfolio.		CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level – 4
		CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.			CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 3
		CD.8.A.08.a.i: Compare personal				DOK Level – 3

		<p>interests with information about careers and education.</p> <p>CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.</p> <p>CD.9.A.08.a.i: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.</p> <p>CD.9.B.08.a.i: Utilize a portfolio of Middle School/Junior High School academic and work experience.</p>				<p>DOK Level – 2</p> <p>DOK Level – 4</p> <p>DOK Level – 4</p>
2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.		<p>CD.7.A.08.a.i</p> <p>CD.7.B.08.a.i</p> <p>CD.7.C.08.a.i</p> <p>CD.8.A.08.a.i</p> <p>CD.8.B.08.a.i</p> <p>CD.9.A.08.a.i</p> <p>CD.9.B.08.a.i</p>		<p>W.8.7</p> <p>SL.8.2</p> <p>SL.8.4</p> <p>SL.8.6</p> <p>L.8.1</p> <p>L.8.2</p> <p>L.8.3</p>	<p>CD A</p> <p>CD C</p>	<p>DOK Level – 4</p> <p>DOK Level – 3</p> <p>DOK Level – 2</p> <p>DOK Level – 3</p> <p>DOK Level – 2</p> <p>DOK Level – 4</p> <p>DOK Level – 4</p>

				L.8.6		
3. The student will complete a Personal Plan of Study.		CD.7.A.08.a.i CD.7.B.08.a.i CD.7.C.08.a.i CD.8.A.08.a.i CD.8.B.08.a.i CD.9.A.08.a.i CD.9.B.08.a.i		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
	<u>Direct:</u> ____ Structured Overview ____ Lecture	<u>Indirect:</u> ____ Problem Solving	<u>Experiential:</u> ____ Field Trips	<u>Independent Study</u> __x__ Essays (Ls.3)	<u>Interactive Instruction</u> ____ Debates	

<input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	<input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls.1) <input checked="" type="checkbox"/> Writing to Inform (Ls. 3) <input checked="" type="checkbox"/> Concept Formation (Ls.2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input checked="" type="checkbox"/> Narratives (Ls.3) <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls.3) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls.2) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES: (include internet addresses for linking)

www.missouricareereducation.org/doc/guidelsn/CD7-9-Gr8-unit1.pdf

www.missouricareereducation.org/doc/guidelsn/CD7-9-Gr8-unit1.doc

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: Evaluating One's Personal, Ethical, Academic, and Work Habits **Grade Level:** 6

Number of Lessons in Unit: 2

Time Required: 40 minutes

Best time of year to implement this Unit: anytime

Lesson Titles:

Lesson 1: How Does Who I Am Relate to Employability? (Part 1)

Materials/Special Preparation Required

Activity Sheet: *"Ethical Dilemma Scenarios"*

Markers, butcher block paper,

Lesson 2: How Does Who I Am Relate to Employability? (Part 2)

Materials/Special Preparation Required

Activity Sheet: *"It's All About Me!"*

OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the *"It's All About Me"* Activity Sheet. Most computer word processing software contains a resume template

Missouri Comprehensive Guidance and Counseling Domain:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Standard (GLSs):

CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. (DOK Level – 4)

CD.9.B.06.a.i: Develop a resume of work experiences for home and school. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 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 perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements.

	3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What if people didn't respect others?
What are ethics? Why are ethics important in the world of work?

Unit Measurable Learning Objectives:

The student will define the term "ethics" and identify five reasons why ethical behavior is important in the workplace.
The student will assess and analyze five work habits, which contribute to success in the workplace.
The student will complete a personal resume of work experiences for home and school.

Unit Instructional Strategies/Instructional Activities:

 X Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)
 X Indirect (Problem Solving, Reflective Discussion)
 X Experiential (Model Building)
 Independent Study
 X Interactive Instruction (Discussion, Problem Solving, Structured Controversy)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.

Brief Summary of Unit:

This Unit introduces students to the importance of personal characteristics and “work-habit” skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.

Prior Knowledge Required:

Interview Process; Work habits, Personal Characteristics, written communication skills

Vocabulary: Honesty, Responsibility, Respect, Self-discipline, Self-respect

Unit # 1 Title: Evaluating One's Personal, Ethical, Academic, and Work Habits

Lesson Title: How Does Who I Am Relate to Employability? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Standard (GLSs):

CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.

American School Counselor Association (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Markers, butcher block paper

Ethical Dilemma Scenarios Activity Sheet

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 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 perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Communicating thoughts and ideas
Mathematics	
X Social Studies	Use of tools of social inquiry and relationships of the individual to the group
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.
Assessment can be question answer, performance activity, etc.
 Students will participate in question and answer sessions.

Lesson Preparation

Essential Questions:

What are ethics? What if people didn't respect others? Why is honesty important? Or courage? Or responsibility? Or self-discipline? Or self-respect?

Engagement (Hook):

Mark did not do his math homework. He takes Shondra's homework, erases her name, and puts his name on her paper. You watch Mark make the change. What do you do?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Divide class into small discussion groups. Give each group markers and a large piece of butcher paper on which to write their ideas. Pose the following questions: “What are ethics?” “What if people didn't respect others?” “Why is honesty important?” “What about courage?” “Or responsibility?” “Or self-discipline?” “Or self-respect?”	1. Students will write their ideas on the butcher paper and discuss the questions in their groups.

<p><i>[Note: The counselor may want to discuss what the terms are, or provide students with definitions of the terms from which to work.]</i></p> <ol style="list-style-type: none"> 2. Have the students brainstorm, writing their ideas on the butcher paper and discussing their ideas with the group. Once the groups have discussed the questions, present their responses to the class for discussion. As the groups present their ideas to the class, list their responses on the board. 3. Follow with the hook: “Why would ethics be important to employers?” Giving the students another piece of butcher paper on which to write their ideas during the brainstorming. 4. Provide Activity Sheet <i>Ethical Dilemma Scenarios</i>. Students will discuss the dilemmas by assuming the role and point-of-view of each individual (including those not present) involved in the scenario. 5. Closure: Ask for 3-4 volunteers to share the response of their choice with the class. Provide opportunities for students to have a small-group (3-4 students) conversation about their thoughts and questions they still have re: ethical decision-making. 	<ol style="list-style-type: none"> 2. Once the groups have come up with answers to the questions, they will present their ideas to the class. 3. Students will write their ideas on the butcher paper during the brainstorming. 4. Students will work within their groups to come up with possible solutions to the scenarios. 5. Students will respond to the questions listed at the end of the series of scenarios.
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Teacher Follow-Up Activities

Ethical dilemmas present themselves everyday in the classroom. Encourage classroom teachers to point out situations in which students are presented with an ethical decision.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: Ethical Dilemma Scenarios

Scenario #1:

As an employer, one of your employees arrives at work 10 minutes late everyday. It's just 10 minutes, right (the employee does not have a car and must rely on public transportation to get to and from work—and this is her second job)?

People Involved:

Points of View:

Possible Solutions

Scenario #2:

Martin works at the movie theater. He allows his friends to sneak in without paying for tickets. What's the big deal?

People Involved:

Points of View:

Possible Solutions

Scenario #3:

A customer drops a \$10 bill as she pays Cindy for her groceries and doesn't realize it. What should Cindy do (it's the 21st of the month, Cindy is a single mom - and has no money to buy groceries)?

People Involved:

Points of View:

Possible Solutions

Scenario #4:

You are with a group of employees in the stockroom. A package of CD's is open. You watch as a couple of the employees take copies of the CD's for themselves. They ask you not to tell the manager. What do you do? What are the consequences of your choices (the other employees are individuals with whom you want be friends)?

People Involved:

Points of View:

Possible Solutions

Scenario #5:

Devon gets a job at the local fast-food restaurant. He has to wear a uniform everyday that the manager says must be clean and pressed. He is tired when he gets home from work and doesn't want to do laundry. He has school tomorrow and is scheduled to work after school. What does he do? What are his choices?

People Involved:

Points of View:

Possible Solutions

Scenario #6:

An employer asks Juanita to complete a job assignment by 11:00 a.m. She is almost finished at 10:30, when her friend, Rhonda, comes by. Rhonda wants Juanita to take her break now, so that they can eat a snack together. What should Juanita do (Rhonda is the sister of the person Juanita wants to date)?

People Involved:

Points of View:

Possible Solutions

As we were talking about these dilemmas, I thought about a time when:

Ethical Dilemmas Are:

The most difficult part of ethical decision-making for me is:

Ethical Dilemmas in the workplace remind me of (school/classroom experiences):

To be an ethical decision-maker, I have to:

I wonder:

Unit 1 Title: Evaluating One's Personal, Ethical, Academic, and Work Habits

Lesson Title: How Does Who I Am Relate to Employability? (Part 2)

Lesson: 2 of 2

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Domain:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Standard (GLSs):

CD.9.B.06.a.i: Develop a resume of work experiences for home and school.

American School Counselor Association (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: *It's All About Me!*

OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the *It's All About Me* Activity Sheet. Most computer word processing software contains a resume template.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 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.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 2. Recognize and practice honesty and integrity in academic work and in the workplace. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing
Mathematics	
X Social Studies	Use of tools of social inquiry and relationships of the individual to the group

	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		

Lesson Measurable Learning Objectives:

The student will assess and analyze five work habits, which contribute to success in the workplace.

The student will complete a personal resume of work experiences for home and school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

Students will participate in question and answer sessions.

Students will develop a skill-based resume. Students will be able to explain resume-writing situations in which an ethical dilemma may present itself. Students will be able to project the personal consequences and the ethics involved in presenting oneself in a positive, yet truthful, light. Self-evaluation tools will be used.

Lesson Preparation

Essential Questions: What is a resume and what is its purpose? Why are personal, ethical, and work habits important to career decision making? How do these components relate to job-seeking skills?

Engagement (Hook): How will employers know who you are and what your capabilities may be before they have seen you? What is a resume? What skills and experiences have you had that would be valuable to employers and to employability in general?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Students will review prior the prior guidance lesson pointing out the importance of Personal Characteristics and Work Habits in the job seeking, getting and keeping process.	1. Students will identify personal characteristics and work habits and relate them to ethical decision-making at school as well as on the job.
2. Continue with, "A resume is a short story of our life experiences, interests, and abilities. Today, we will start that process. Today, you will be completing an Activity Sheet	2. Students will complete Activity Sheet.

<p>that will give you a chance to ‘talk in writing’ about yourself. You will be reviewing and reflecting what you have said about yourself from the point of view of an employer.” Provide students with “<i>It’s All about Me</i>” Activity Sheet.</p> <p>3. Once the students have completed the Activity Sheet, ask students to take the role of a prospective employer. Does the information on the <i>It’s All About Me</i> activity sheet reflect who the student is and his or her capabilities? How is the information presented? Based on what’s presented, how will the individual’s academic skills and abilities be viewed? What about personal skills and work habits?</p> <p>4. OPTIONAL: The counselor may allow time for students to work with a computer software program to complete a resume, based on information from the Activity Sheet.</p> <p>Information will be inserted into the students’ Personal Plan of Study/Career Portfolios for review and discussion throughout Middle School (See Unit 1 Lesson 1:Guidelines for Personal Plan of Study/Career Portfolio)</p>	<p>3. Students will engage in a critical self-evaluation of their responses on the “<i>It’s All About Me</i>” Activity Sheet. The final question—“Will I be called for an interview with the employer?”</p> <p>4. OPTIONAL: Students will complete their resumes using computer software.</p>
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Teacher Follow-Up Activities

The teacher will give students an opportunity to update the resume information.

Counselor reflection notes (completed after the lesson)

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Activity Sheet: It's All About Me!

Your life experiences can lead to opportunities in the future. When you are applying for a job, a resume is a way to introduce yourself and to tell about your experiences.

Name: _____

Street Address: _____

City/State/Zip Code _____

Telephone Number: __ (Area Code _____) _____

Wellness and Self-Care: You must be healthy and fit to be your most successful self. How do you maintain your mental and physical wellness? (handling stress, personal hygiene, getting rest, eating healthy foods)

How would others rate your care for yourself? Great Good Poor

How do you rate yourself in the area of wellness? Great Good Poor

At Home: How do you help at home? (help with laundry, cooking, cleaning, taking care of animals, mowing, raking leaves, etc.)

How would your parents/guardians rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

At School: How do you help at school? (tutoring others, classroom jobs, etc.)

How would school people rate your work? *Great* *Good* *Poor*

Do you finish your jobs? *Always* *Sometimes* *Once in a While*

Social Responsibility—Service to Others: How do you help in the community?
(helping a neighbor or participating in a community project—such as a food drive)

How would people in the community rate your work? *Great* *Good* *Poor*

Do you finish your jobs? *Always* *Sometimes* *Once in a While*

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other standards. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included in this Standard will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Evaluating One’s Personal, Ethical, Academic, and Work Habits This Unit introduces students to the importance of personal characteristics and “work-habit” skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 40 minutes each				
ESSENTIAL QUESTIONS: 1. What if people didn’t respect others? 2. What are ethics? 3. Why are ethics important in the world of work?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.		CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. CD.9.B.06.a.i: Develop a resume of work experiences for home and school.		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 2
2. The student will assess and analyze five work habits, which contribute to success in the workplace.		CD.9.A.06.a.i: CD.9.B.06.a.i:		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2

3. The student will complete a personal resume of work experiences for home and school.			CD.9.A.06.a.i: CD.9.B.06.a.i		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2
ASSESSMENT DESCRIPTIONS*: Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.							
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)						
	__x__ Direct __x__ Indirect __x__ Experiential ____ Independent study __x__ Interactive Instruction						
1 2 3	See Lessons: Lesson 1: How Does Who I Am Relate to Employability? (Part 1) Lesson 2: How Does Who I Am Relate to Employability? (Part 2)						
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)						
1 2 3	See Lessons: Lesson 1: How Does Who I Am Relate to Employability? (Part 1) Lesson 2: How Does Who I Am Relate to Employability? (Part 2)						
	<u>Direct:</u> ____ Structured Overview ____ Lecture ____ Explicit Teaching ____ Drill & Practice __x__ Compare & Contrast	<u>Indirect:</u> __x__ Problem Solving (Ls. 1) ____ Case Studies ____ Reading for Meaning __x__ Inquiry (Ls. 1) ____ Reflective Discussion	<u>Experiential:</u> ____ Field Trips ____ Narratives ____ Conducting Experiments ____ Simulations ____ Games	<u>Independent Study</u> ____ Essays ____ Computer Assisted Instruction ____ Journals ____ Learning Logs	<u>Interactive Instruction</u> ____ Debates ____ Role Playing ____ Panels ____ Brainstorming ____ Peer Partner Learning		

	(Ls. 1,2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	<input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input checked="" type="checkbox"/> Model Building (Ls. 2) <input type="checkbox"/> Surveys	<input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity <input type="checkbox"/> Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input checked="" type="checkbox"/> Structured Controversy (Ls. 1) <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES: (include internet addresses for linking)

Unit CD9-Gr6-Unit1-Evaluating One's Personal, Ethical, Academic, and Work Habits, 2 lessons with resources at:

<http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr6-Unit1.pdf>

<http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr6-Unit1.doc>

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 2 Title: Using Job-Seeking Skills**Grade Level:** 7**Number of Lessons in Unit:** 2**Time Required:** 50 minutes**Best time of year to implement this Unit:** anytime**Lesson Titles****Lesson 1:** Who Will Get the Job? (Part 1)

Materials/Special Preparation Required:

Activity Sheets: “Job Application: Happy Hamburger House” (Raven Stone and Marvin Smith). It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students.

Activity Sheets: “Interview Scenarios” (Raven Stone and Marvin Smith). Make copies of each for all students)

2 highlighters per group (1 yellow and 1 green), paper and pencil.

Copies of job applications from two community employers.

Lesson 2: Who Will Get the Job? (Part 2)

Materials/Special Preparation Required:

Completed job applications (two) from the local business community (see Lesson 1)

Activity Sheet: “Interview Checklist”
paper and pencils

Missouri Comprehensive Guidance and Counseling Domain:**CD.9 Applying Skills for College and Career Readiness and Success****Grade Level Standard (GLSs):**

CD.9.A.07.a.i: Utilize information about personal, ethical and work habit skills to enhance individual student success. (DOK Level – 4)

CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications. (DOK Level – 2)

American School Counselor Association Standard (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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 6. Apply communication techniques to the job search and to the workplace.

	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What is a good worker? How do people get hired for jobs?

Unit Measurable Learning Objectives:

The student will complete two job applications. The student will identify skills involved in the process of interviewing for a job by completing an interview checklist. The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills. The student will identify one goal for improvement or implementation of a specific interview skill.
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Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Guided & Shared-Reading, Listening, Viewing, Thinking) <input type="checkbox"/> Indirect (Problem Solving) <input checked="" type="checkbox"/> Experiential (Role Playing) <input checked="" type="checkbox"/> Independent Study (Essays, Homework) <input checked="" type="checkbox"/> Interactive Instruction (Role Playing, Discussion, Interviewing)
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Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc. Students will complete job applications and identify interview skills through reflective writing.

Brief Summary of Unit: Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation
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tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.

Students' Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 9, the common conceptual understanding includes: the inter-relationship of one's personal skill (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills, and work success and satisfaction.

At the seventh grade level, students are expected to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Their Personal Characteristics

Unit # 2 Title: Using Job-Seeking Skills**Lesson Title:** Who Will Get the Job? (Part 1)**Lesson:** 1 of 2**Grade Level:** 7**Length of Lesson:** 50 minutes**Missouri Comprehensive Guidance and Counseling Domain:****CD.9 Applying Skills for College and Career Readiness and Success****Grade Level Standard (GLSs):**

CD.9.A.07.a.i: Utilize information about personal, ethical, and work habit skills to enhance individual student success.

CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.

American School Counselor Association Standard (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials and Resources (include handouts or supporting documents)Activity Sheets: *Job Application: Happy Hamburger House* (Raven Stone and Marvin Smith)

It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students

Activity Sheets: *Interview Scenarios* (Raven Stone and Marvin Smith) Make copies of each for all students

2 highlighters per group (1 yellow and 1 green), paper and pencil.

Copies of job applications from two community employers.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.**Academic Content Area(s)****Specific Skill(s)**

X	Communication Arts	Reading and writing
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	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

Lesson Measurable Learning Objectives:

The student will complete two job applications.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.
Assessment can be question answer, performance activity, etc.
 Students will complete two job applications.

Lesson Preparation**Essential Questions:**

What is a good worker?

Engagement (Hook):

Ask the students, “How can you lose a job in less than five minutes?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Ask the hook question and seek responses from 4 or 5 volunteers. Write the essence of each response on the board. Ask students what they notice about the responses ... are ‘job-task’ skills listed? 2. Ask a follow-up hook question: “How can you lose a job before you have the job?” Record the essence of students’ responses on the board. Remind class of the elementary school guidance lesson about applying for classroom jobs – and to remember that the classroom job application was a way to present themselves as a qualified candidate for their preferred 	<ol style="list-style-type: none"> 1. Students will volunteer responses to the question, review the list of responses and make an observation about the list on the board. 2. Students will volunteer responses the question.

<p>classroom job. If they had not completed their applications neatly and accurately, they might not have gotten the classroom job they really wanted. So, one way to lose a job before you even have it is to be careless about the application submitted.</p> <ol style="list-style-type: none"> 3. Ask students for ideas on the correct way to complete a job application. 4. Divide the class into groups of 4. Explain that they will to be given two completed job applications to review and evaluate as a group. They will indicate what is done incorrectly (highlight in yellow) and what is done correctly (highlight in green). 5. Ask each group to choose a spokesperson to give an example of an incorrect item and a correct item on one of the two applications. The instructor asks students whether or not they agree with each group's choices. 6. "Good News, Students! You have just found out your application successfully presented you as a potential candidate! However, you still have an opportunity to lose the job before you begin. How?" Write 4 or 5 responses on the board. Link responses to lack of or poor interviewing skills. Ask the students for ideas about how to make a job interview successful. 7. Each group is given the Activity Sheet: <i>Interview Scenarios</i> (interviews with Marvin and Raven). They are instructed to review, evaluate and highlight the <i>Interview Scenarios</i> in the same way they did the job applications, problem areas (incorrect areas) in yellow and effective interview skills (correct areas) in green. 	<ol style="list-style-type: none"> 3. Students will share ideas they have on the correct way to complete a job application. Possible answer: It should be done neatly by being typed or printed legibly. 4. Students will get into groups. Students will review and assesses the two job applications and highlight in yellow those things that they think are incorrect and highlight in green those things they think are done correctly. 5. Students choose a spokesperson and the person reports to the class an incorrect item and a correct item from one of the applications. Students respond as to whether or not they agree with each group's choices. If there is disagreement, a rationale must be given. 6. Students will share ideas they have on the correct way to complete a job application. Possible answer: Dress nicely and use good manners. 7. Students will highlight the interview scenarios using yellow for problem areas (incorrect areas) and green for the use of effective interviewing skills (correct areas).
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<p>8. Ask each group's spokesperson to give an example of a problem area and an effective interview skill from one of the two interviews. Ask other students whether or not they agree with each group's choices.</p> <p>9. Review the pros and cons of each application and each interview with the students and ask, "Who will get the job?" "Could either applicant have lost the job before they had it?" Students will support responses with evidence from the examples provided.</p> <p>10. Tell the students that next week they will be interviewing for jobs with people from the local business community. Job applications from at least two local businesses will be given to students. Students are to complete the applications and return them to the classroom teacher within two days. Review the applications and, at least two days before the interviews, inform students whether or not they have been chosen to be interviewed.</p> <p><i>(NOTE: If individual students choose not to complete and return the applications on time, help the individual use that choice as a piece of her or her self-evaluation process.)</i></p>	<p>8. Spokespersons report to the class a problem area and an effective interview skill from one of the two interviews. Students (in large group) discuss whether or not they agree with each groups' choices. If there is disagreement, the rationale for disagreeing must be presented.</p> <p>9. Students will, as a group, decide if Marvin or Raven (or neither) will get the job based on the information provided in the scenario.</p> <p>10. Students will complete two job applications and return them within two days.</p>
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Teacher Follow-Up Activities

The counselor will give the teacher envelopes to collect the applications; the teacher will remind the students of the assignment and possibly give class time to work on the applications. (This would work well in a communication arts class or careers class).

Counselor reflection notes

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Activity Sheet: Applications

Instructions for Review of Completed Applications

*Read each application and highlight in yellow the **incorrect** parts of each application and highlight in green the **correct** parts of each application. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin completed their applications. Use this page to make your comparisons and to write the summary of your evaluation of the applications.*

Happy Hamburger House Job Application

*Please print (use blue or black ink) or type.***Name**

Last	Stone	First	Raven	MI	M
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Address

Number	307	Street	Maple Avenue	City	Anytown	State	MO
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Phone

Daytime phone	555-1234	Evening phone	
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Position

<input type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Evenings	<input type="checkbox"/> Days	<input type="checkbox"/> Any
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 E. 11 th Anytown, MO		
Middle/Jr. High	456 E. 11 th Anytown, MO		
High School	456 E 11 th Anytown, MO		May 2005
Post Secondary			
Other			

Are you planning any more schooling? If yes, explain. Yes, going to college in the fall.**Previous Employment (from most recent)**

Company Name	From mo/yr mo/yr	To	Supervisor	Job/ Responsibility
Mr. and Mrs. Conner	6/03			Babysat/Take care of their son

Why did you leave your last job? _____

May we contact your previous supervisors? _____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I have babysat and can fix food for the child I sit with. I want to major in restaurant and hotel management someday.

Raven M. Stone**Signature**4-15-2007**Date**

Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last Smith	First Marvin	MI L
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Address

Number 703	Street Birch Lane	City Anytown	State MO
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Phone

Daytime phone 555-123-4321	Evening phone 555-123-4321
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Position

<input checked="" type="checkbox"/> Full-time	<input type="checkbox"/> Evenings	<input type="checkbox"/> Days	<input type="checkbox"/> Any
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 11 th Anytown, MO	Not applicable	Not applicable
Middle/Jr. High	456 11 th Anytown, MO	Not applicable	Not applicable
High School	456 11 th Anytown, MO	Not applicable	Expected May 2005
Post Secondary	Not applicable	Not applicable	Not applicable
Other			

Are you planning any more schooling? If yes, explain At this time I am not sure.

Previous Employment (from most recent)

Company Name	From mo/yr	To mo/yr	Supervisor	Job/ Responsibility
None				

Why did you leave your last job? Not applicable

May we contact your previous supervisors? _____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I am very involved in school and I like to have good grades. I've never worked anywhere before.

Marvin Smith

Signature

4-15-2005

Date

Activity Sheet: Interview Scenario for Raven Stone Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Raven wanted a job at Happy Hamburger House. She had decided she needed to work during the summer in order to earn some spending money for college in the fall. Raven was dreaming of going to college and having a career in restaurant and hotel management. She had never worked except for the occasional babysitting job and was excited to be interviewing for a “regular” job doing something in the area she was considering as a career.

Raven had never interviewed for a job and asked some of her friends who worked at Happy Hamburger House what to expect during the interview. She felt confident about the interview after talking with her friend, Marcus, who had recently been the Employee of the Month.

Raven had an interview appointment after school at 4:00 and she went home after school to shower and change clothes before going to the interview. Raven put on a nice pair of slacks, a blouse tucked in with a belt and pulled her hair up into a ponytail.

Raven arrived 10 minutes late for the interview because of the time she had taken to go home and change. Mr. Langley, the manager, was waiting for her when she arrived and she greeted him with a smile and a handshake. Mr. Langley invited her to his office. Raven sat slouched down in the chair offered to her.

Mr. Langley: “Raven, I could not help but notice that you are 10 minutes late for the interview. Could you explain why you are late?”

Raven: “Well I went home to change after school and it took me longer than I thought it would.”

Mr. Langley: “Being to work on time will be important, are you going to be able to get to work on time?”

Raven: “I should be able to.”

Mr. Langley: “Raven, why do you want to work here at Happy Hamburger House?”

Raven: “Well Mr. Langley, I am going to go to school in the fall where I plan to major in the restaurant and hotel management program. I think that working here will give me some experience to help me in my future career.”

Mr. Langley: “It sounds like you have future plans. Let’s talk about what you are doing now. What is your school attendance and grades like?”

Raven: “I get to school when I can, I have a lot of sinus infections and just don’t feel like going to school. I have been on the honor roll 1 out of 3 quarters. I really don’t do much extra at school.”

Mr. Langley: “Do you think this job will create problems for you getting your academic work done?”

Raven: “I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it.”

Mr. Langley: “Do you have any experience or knowledge to share with me concerning the fast food business?”

Raven: “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with Marcus about his work experience here and feel that I know what the job would be like and could do it.”

Mr. Langley: “When would you be able to work?”

Raven: “I have discussed it with my parents and I can work after school 3 days a week and on Saturdays.”

Mr. Langley: “Who is Mr. & Mrs. Conner on your reference list?”

Raven: “I have babysat their little boy on several occasions.”

Mr. Langley: “I will probably contact them, will that be a problem?”

Raven: “I don’t think so. It’s just that I haven’t sat for them since their son broke his arm when I babysat for them last time. He was jumping out of a tree while I was on the phone talking to a friend.”

Mr. Langley: “Oh, I see. Do you have any questions for me?”

Raven: “I was wondering how much money I would be making?”

Mr. Langley: “It will be minimum wage. Do you have any other questions?”

Raven: “No, I don’t think so.”

Mr. Langley: “Thank you for coming in.”

Raven: “You’re welcome.”

Activity Sheet: Interview Scenario for Marvin Smith Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Marvin wanted a job at Happy Hamburger House. He had decided he needed to work in order to earn some spending money. He was looking at Happy Hamburger House because several of his friends worked there.

Marvin had never interviewed for a job before and asked some of his friends who worked at Happy Hamburger House what to expect during the interview. He got a lot of different answers. Most of his friends said the pay was good and that they did as little as they could when Mr. Langley the manager wasn't there to supervise. Marvin liked the sound of that because he was looking to make some money without having to do much or give up his weekend time. He wasn't going to have a lot of time to study outside of school if he worked every night and he didn't really want to have to work hard for the money.

Marvin had an interview appointment after school at 3:30 so he wore what he wore to school that day to the interview. Marvin was dressed in jeans with holes in the knees, a faded t-shirt and his favorite pair of sneakers.

Marvin arrived 5 minutes early for the interview and waited for Mr. Langley, the manager, to come get him for the interview. When Mr. Langley came to get him Marvin stood up and greeted him with a smile and a handshake. Mr. Langley invited him to his office. Marvin slouched down in the chair offered to him at first, but soon sat straight up.

Mr. Langley: "Marvin, why do you want to work here at Happy Hamburger House?"

Marvin: "Well Mr. Langley I am looking to make a little money to spend."

Mr. Langley: "Let's talk about what you are doing now. What are your school attendance and grades like?"

Marvin: "I have missed five days of school this year and I have been on the honor roll two out of three quarters. I've got Chemistry and it's been kind of difficult this semester. I really enjoy school because I am involved in three organizations and hold an office in one of them."

Mr. Langley: "Do you think this job will create problems for you getting your academic work done or hinder you from being involved in your organizations?"

Marvin: "I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it."

Mr. Langley: “Do you have any experience or knowledge to share with me concerning the fast food business?”

Marvin: “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with several of my friends and they say it’s an okay place to work.”

Mr. Langley: “Who are your friends that you talked to?”

Marvin: “I’d rather not say.”

Mr. Langley: “Okay. When would you be able to work?”

Marvin: “I can work after school 5 days a week, but I prefer not to work weekends at all.”

Mr. Langley: “Do you have any references?”

Marvin: “References? No, I don’t have any except my friends that work here.”

Mr. Langley: “Okay. Do you have any questions for me?”

Marvin: “When will I know if I’ve been hired?”

Mr. Langley: “I am hoping to hire someone in the next three days. I will call you one way or the other. Thank you for coming in.”

Marvin: “Thank you for your time and consideration.”

Unit # 2 Title: Using Job-Seeking Skills**Lesson Title:** Who Will Get the Job?(Part 2)**Lesson:** 2 of 2**Grade Level:** 7**Length of Lesson:** 50 minutes**Missouri Comprehensive Guidance and Counseling Domain:****CD.9: Applying Skills for College and Career Readiness and Success****Grade Level Standard (GLSs):**

CD.9.A.07.a.i: Utilize information about personal, ethical, and work habit skills to enhance individual student success.

CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.

American School Counselor Association Standard (ASCA) National Standard:

Career Development:

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials and Resources (include handouts or supporting documents)

Completed job applications (two) from the local business community (see Lesson 1),

Interview Checklist Activity Sheet

Paper and pencil

Individual to conduct interviews

Designate locations for students to wait

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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. 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.**Academic Content Area(s)****Specific Skill(s)**

X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups

X	Science	Process of scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

Lesson Measurable Learning Objectives:

The students will identify skills involved in the process of interviewing for a job by completing an interview checklist.

The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.

The student will identify at least one goal for improvement or implementation of a specific interview skill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

Students will demonstrate their ability to identify interview skills that lead to success in the job-seeking process by participating in/observing an interview with an employer. During observation, students will use a checklist to assess their ability to identify the use of effective interview skills. Students will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills. The essay will also include the student's plans to improve and/or implement specific interview skills.

Lesson Preparation**Essential Questions:**

How do people get hired for jobs?

Engagement (Hook):

Instructor walks in to classroom and says: "Let's pretend I am interviewing each of you.

How would you sit in your chair?"

Procedures**Instructor's Procedures/Instructional Strategies:**

(Note: Be cautious about setting students apart, making a distinction between those who have been selected and those who have not.)

1. After asking the hook questions," and hearing student responses, ask "Is being appropriately dressed enough to get you a job or is there more to it?"

Student Involvement/Instructional Activities:

1. Students will respond to the questions.

(Students will know beforehand who will be interviewed and are to come prepared to

<p>2. Outline the interviewing procedure for students: A total of three interviews will be conducted. The interviews will last not more than five minutes each. As interviews are being conducted, other students will act as observers/decision makers and complete the <i>Interview Checklist</i> activity sheet.</p> <p>Specific Procedures:</p> <p>3. Distribute the necessary amount of <i>Interview Checklist</i> activity sheets to the student being interviewed, the interviewer, and observers.</p> <p>4. Interviews: Determine the rotation of students being interviewed. Determine an appropriate location for the students being interviewed to wait until all interviews are completed.</p> <p>5. First Interview: The first student to be interviewed enters the classroom and participates in the interview. The students not being interviewed will be observers and will be expected to complete the <i>Interview Checklist</i> activity sheet. The interview lasts no longer than five minutes. At the end of the interview, student being interviewed exits room and waits in the designate area until all interviews are complete.</p> <p>6. Second and third interviews: Repeat same interview procedures as First Interview.</p>	<p>have someone interview them if told they have been chosen.)</p> <p>2. Students will ask clarifying questions.</p> <p>3. Students will review the <i>Interview Checklist</i> activity sheet and ask clarifying questions.</p> <p>4. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.</p> <p>5. Students interviewing for a job should wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.</p> <p>6. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.</p>
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<p>7. When the three interviews have been completed, the interviewer will meet with the students who were interviewed to provide feedback regarding the interview process. At this time, the instructor will facilitate a discussion with the classroom observers regarding the interviews observed and the results of the <i>Interview Checklist</i> activity sheets.</p> <p>8. The group will be brought back together and the instructor will provide the interviewers with feedback provided by the observers.</p> <p>9. Closure: Instruct students to write a summary of what they learned from the activity and how this may help them in the future as they interview for a job.</p>	<p>7. Students who were interviewed will meet with the employer who interviewed them. Students who were observers will participate in a discussion led by the classroom instructor.</p> <p>8. In the larger group, general feedback will be provided</p> <p>9. Students will write summary of activities</p>
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Teacher Follow-Up Activities

The instructor will ask the teacher to encourage good interpersonal and academic skills within the classroom and reinforce how those skills will be important in applying for and obtaining a job.

Counselor reflection notes

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Activity Sheet: Interview Checklist

Applicant: _____ Reviewed by: _____

Circle each action demonstrated and indicate who initiated the action: **I** for **Interviewer** and **A** for **Applicant**

First Impressions:

_____ Handshake (firm) _____ Smile _____ Eye contact

_____ Dressed appropriately (clean, neat and well-groomed)

_____ Attentive posture (Stood and sat up straight)

Attitude:

Applicant's attitude was: _____ Positive _____ Indifferent _____ Poor

Applicant's energy level was: _____ Enthusiastic _____ Good _____ Poor

Stress Level of Applicant:

_____ Hands relaxed (not clenched) _____ Appeared relaxed and calm

_____ Did not play with hair, clothing, bite nails or fidget

Substance of Interview:

_____ Applicant nodded head or gave other nonverbal cues to show engagement in the interview.

_____ Applicant answered questions as though involved in a normal conversation.

_____ Applicant asked questions that were pertinent to situation.

Ending the Interview: Applicant honored end of interview by

_____ Making eye contact with interviewer

_____ Firmly shaking the interviewer's hand _____ Thanking the interviewer.

Overall impressions of interview:

Write a sentence or two describing your impressions of the interview from the perspective of the **interviewer**, the **interviewee**, yourself as an **observer**.

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other standards. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included in this Standard will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Using Job-Seeking Skills Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 50 minutes each				
ESSENTIAL QUESTIONS: 1. What is a good worker? 2. How do people get hired for jobs?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete two job applications.		CD.9.A.07.a.i Utilize information about personal, ethical and work habit skills to enhance individual student success. CD.9.B.07.a.i Identify and demonstrate basic job seeking skills of interviewing and completing applications.		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4

2. The student will identify skills involved in the process of interviewing for a job by completing an interview checklist.		CD.9.A.07.a.i CD.9.B.07.a.i		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C	DOK Level – 4 DOK Level – 2
3. The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.		CD.9.A.07.a.i CD.9.B.07.a.i		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C	DOK Level – 4 DOK Level – 2
4. The student will identify one goal for improvement or implementation of a specific interview skill.		CD.9.A.07.a.i CD.9.B.07.a.i		W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4	CD C	DOK Level – 4 DOK Level – 2
ASSESSMENT DESCRIPTIONS*: Students will complete job applications and identify interview skills through reflective writing.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4	See Lessons: Lesson 1: Who Will Get the Job? (Part 1) Lesson 2: Who Will Get the Job? (Part 2)				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1: Who Will Get the Job? (Part 1) Lesson 2: Who Will Get the Job? (Part 2)				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1, 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input checked="" type="checkbox"/> Essays (Ls. 2) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework (Ls. 1) <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1, 2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 1, 2) <input type="checkbox"/> Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Unit CD9-Gr7-Unit1-Using Job Seeking Skills, 2 lessons with resources at:

<http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr7-Unit1.pdf>

<http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr7-Unit1.doc>

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: TEAMS: Together Everyone Assures My Success Grade Level: 6	
Number of lessons in unit: 3	Time required for each lesson: 30 minutes
Best time of year to implement this unit: Fall, but could be any time.	
Lesson Titles:	
Lesson #1: Getting Caught in the Web	
Materials/Special Preparations Required:	
Large ball of yarn, scissors, soccer or similar-sized ball	
Lesson #2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together?	
Materials/Special Preparations Required:	
“How Do I Tie It All Together?” activity sheet (counselor may want to copy the activity sheet as a transparency or otherwise reproduce the activity sheet in larger form to work through with students)	
“Assessing My Time Management Skills” assessment worksheet	
Pencils, pens, or markers	
Lesson #3: What Is Important to Me?	
Materials/Special Preparations Required	
“What Is Important to Me?” activity sheet	
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.06.a.i: Identify individual strengths and areas for personal growth and good citizenship.	
PS.1.B.06.a.i: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.	
PS.1.C.06.a.i: Demonstrate skills needed to participate in team building.	
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.	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 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 perspectives of others.

X	Goal 3: recognize and solve problems 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 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	4. Writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes). 6. Participating in 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	

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 assess progress toward goals or change in behavior. The counselor may also check with teachers to discover which students are experiencing difficulties with the unit concepts. The counselor may consider offering individual or small group sessions for students not able to apply concepts..

Brief Summary of Unit:

Lesson 1: Students will participate in a web activity to understand the importance of relationships and how one's actions determine the strength of relationships.

Lesson 2: Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities.

Lesson 3: Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.

Unit Goals:

- 1) Students will understand the skills needed to participate as a member of a team, family, school and community.
- 2) Students identify and develop personal planning strategies to cope with the various responsibilities to themselves, their families, and school.
- 3) Students will identify personal values that are important to them, while recognizing the perspectives of others.

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 appropriate manner, etc). The third lesson incorporates the Think-Pair-Share technique, so the students may need to be coached on the purpose and desired outcome if they are not familiar with the concept.

Unit # 1 Title: TEAMS: Together Everyone Assures My Success

Lesson Title: Getting Caught in the Web

Lesson # 1 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.B.06.a.i: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.

PS.1.C.06.a.i: Demonstrate skills needed to participate in team building.

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)

A large ball of yarn, a pair of scissors, soccer or similar-sized ball, human knot directions.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 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 perspectives of others.
X	Goal 3: recognize and solve problems 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 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 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	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	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.

Question/answer after activity in group format, reflection worksheet (see below)

Lesson Preparation

Essential Questions: How can a person's actions effectively contribute to their community?

Engagement (Hook): The Human Knot (see attached directions)

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. The counselor relates the following instructions: "We are going to start with Jane. She will hold the loose end of the ball of yarn, and then toss the ball to someone else in the group. He or she in turn will hold on to the string and throw the ball to someone else. You can throw the ball to anyone in the group, except the person to your immediate right or left." 2. Once the web is formed, the counselor clips the ball of yarn away from the web. The counselor asks the students to hold the web tightly enough that it can support a soccer ball, which is placed in the middle of the web. The group's job is to keep the ball 	<ol style="list-style-type: none"> 1. All students are to gather in a circle for this activity. Beginning with the first student, the ball of yarn is tossed around the group to form a giant web. 2. Students work together to keep the ball balanced in the web.

<p>from falling through the web.</p> <p>3. The counselor then asks one student to drop his/her hold on the web.</p> <p>4. The counselor then asks two more students to drop their hold on the yarn.</p> <p>5. The counselor should consider the names of the students who make up the group. Choose an initial that will constitute a greater portion of the students. For example, "If your name begins with the letter J, drop your hold on the yarn."</p> <p>6. Finally, ask all the students to drop the yarn, leaving the collapsed web in the middle of the group. Have the students sit around the web in a circle on the floor to begin discussion. Possible questions for the students in the group:</p> <ul style="list-style-type: none"> • To the group: "When the first student dropped the yarn, how hard was it to take up the slack?" • To the first student to drop the yarn: "How did you feel when you first dropped the yarn?" and "How did you feel as everyone else was still participating, and you weren't part of the group?" • To the group: "How did those of you who had to take up the slack feel as the others dropped out? How many of you wanted the chance to drop out as the job got harder?" • To the group: "This yarn web is an analogy for what we have to do in life to be part of a team. Can you explain how this web activity relates to being part of a team?" • To the group: "Other than a sports team, where else are you part of a group in which you expected hold up your 'end of the yarn'?" (Examples might include family, friendships, 	<p>3. One student drops his/her part of the yarn, and other students have to take up the slack and keep the ball from falling.</p> <p>4. The two students in question loosen their hold on the yarn. The other students will continue to take up the resulting slack.</p> <p>5. Once the other students drop the yarn, the remaining students will have difficulty maintaining control of the web and the soccer ball.</p> <p>6. Students will participate in the group discussion.</p>
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<p>classroom, and school.) As the students offer their suggestions, discuss how they are expected to “hold their end of the yarn.” What are their responsibilities to themselves and to those within each of those groups?</p> <ul style="list-style-type: none">• To the group: “Now that everyone has dropped the web, what has happened to the shape? Can we get the shape and strength of the web back? What does that say about our relationships within the groups we find ourselves? If we try to pick up the web from the floor and use it again, what will happen? How does this relate to restoring damaged or broken relationships? When is it easiest to fix the web? How does this apply to our relationships?”	
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Teacher Follow-Up Activities

When working in groups, the teacher can use the web analogy to encourage students to work cooperatively and to put their best effort into the process.

Counselor reflection notes (completed after the lesson)

Activity Reflection

NAME: _____


Take a moment to think back on the activity we just completed. Mention feelings, thoughts and concerns you may have had while doing the activity.

1. How did you feel when either you or someone else had to let go of their string?

2. If you were one who was asked to let go of the string, how did it feel to be removed from the “community” of students who were still participating?

3. What did you learn about yourself by doing the activity? What did you learn about other students? Did the group work well together? Did members respect each other’s ideas and allow everyone to suggest ideas? Were there members who dominated the group?

This is a version of <http://www.wilderdom.com/games/descriptions/HumanKnot.html> as it looked when our crawler examined the site on 6/17/2006. The page you see below is the version in our index that was used to rank this page in the results to your recent query. This is not necessarily the most recent version of the page - to see the most recent version of this page, [visit the page on the web](#).

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[Back to Games Index](#)

Human Knot

Description of Icebreaker, Name Game, &
Teambuilding Activity

[James Neill](#)
Last updated:

Human Knot

- a get-to-know-you icebreaker
- involves close physical proximity
- can be used as a name game
- helps a group learn about how to work together
- can also focus on group understanding of communication, leadership, problem solving, teamwork, trust, persistence, etc.



Equipment: None.

Time: ~15-20 minutes

Brief Description: Standing in a circle, group members reach across and shake hands - use hand connecting to a different person.

The group then tries to unravel the "human knot" by unthreading their bodies without letting go of each other people's hands.

How to Run a Human Knot Session

[Set up & instructions \(1st round\)](#)

[Facilitator notes](#)

[Links to other descriptions](#)

Set up & instructions

- Be aware that the activity involves close physical proximity and touch potentially in sensitive places! It can be used as a first activity in an adventurous program with volunteers (e.g., the start of an Outward Bound program). However, if the program is less adventurous, or group members potentially will have significant problems with such proximity, e.g., due to culture, or social or psychological problems, then Human Knot could be introduced later in a program.
- Ideal group size is approximately 10, but it can be done with anywhere from about 7 to 16. Much higher or lower and the task doesn't really work. The more in a group, the more difficult the task, partly because of the complexity, and partly because there is physically less room to move.
- Ask participants to form a circle, shoulder-to-shoulder. Encouraging/urging participants to all stand closer can be a subtle way of helping to prepare them for what is about to come.
- Ask participants to each place a hand in the middle of the circle and to grasp another hand.
- Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves.
- Don't let participants let go of hands - some will be tempted to think the activity might then be over - but it is only just starting.
- Explain to participants that what you'd like them to do is untangle themselves, without letting go of hands, into a circle.
- There will be a mixture of reactions, often including nervous laughter, fun amusement, excitement, trepidation, strong suspicion that it can't be done, and others who may view the task as a somewhat sadistic or inappropriate joke. Often some group members will have done the task before, but this doesn't really matter, each time the task is unique.
- Participants may change their grip so as to more comfortable, but they are not to unclasp and re-clasp so as to undo the knot.
- If you want name-learning emphasized, then explain that whenever the group is talking to someone, or about someone, that the person's first name must be used. This usually requires supervision and reinforcement by the instructor, but once enforced, is excellent for learning names. It also usually helps the group to work together and find solution, because their communications are more accurate with names involved.
- Stand back and see what happens.
- Be prepared to see little progress for quite some time (up to 10 minutes). However, once the initial unfolding happens, the pace towards the final solution usually seems to quicken.
- However, because each occasion is unique, there are also odd times when a very fast solution falls out - too easy. In such cases, you ask a group to try the task again - it's usually a bit harder second time around. Occasionally, the task seems too hard and participants seem to make almost no progress. Let them struggle for about 10 minutes, then you can offer the group one unclasp and re-clasp - they

need to discuss and decide what unclasp-reclasp would be most useful.

- Most of the time a full circle falls out, but occasionally there are two or even three interlocking circles. So, really the task is to sort the knot out into its simplest structure.

Facilitator notes

- A switched-on facilitator can get a lot of information about participants in a short space of time with this activity. For this reason, the activity is commonly used in group-based selection processes for jobs which involve closely working with others.
- Stay at a moderate distance, allowing the group to handle the activity with feeling like they're being too closely observed; but maintain good hearing contact and be ready to step in to help answer questions or change the direction of the activity quickly when appropriate.
- Slowly wander around the circle, moving in and out as appropriate, e.g., if you want people to use names in every communication, then this needs to be reinforced in a friendly, but firm way, several times.
- It is relatively easy to notice who's talking, who's not, who seems comfortable, who doesn't. Also note that sometimes the natural leaders are not in a good position to lead - do they try to dominate inappropriately or do they sit back appropriately and just do what they can. Sometimes, a new leader emerges from being in an opportune position in the knot. This can offer this person a significant boost. Also, almost everyone gets a positive sense of having played his or her part. Some people have difficulty enjoying the activity due to their uncomfortableness physically (e.g., obese, very tall, or inflexible people may find the activity particularly awkward).
- It is important to provide appropriate help if the activity proves too difficult. This might be encouragement that it can be done (some groups lack confidence and would give up too early), helping a couple of people communicate to find a solution to part of the knot, etc. Or this might be allowing an unclasp-reclasp. How much to give is a fine balancing act. The task should be challenging, but especially as an initial activity, it should give the group some initial confidence and momentum in being able to work together to solve problems.

Essential questions:

1. You knew that if you let go of your partner's hands, the circle would be broken. What did you do to avoid this from happening?
2. How did your role contribute to keep the circle together?
3. How well did you think the group worked together?
4. What do you think you've learned from this activity which can be applied in future activities?"

Unit # 1 Title: TEAMS: Together Everyone Assures My Success

Lesson Title: So Much to Do, So Little Time: How Do I Tie All of the Loose Ends Together?

Lesson # 2 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.B.06.a.i: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.

PS.1.C.06.a.i: Demonstrate skills needed to participate in team building.

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)

“How Do I Tie It All Together?” activity sheet (counselor may want to copy the activity sheet as a transparency or otherwise reproduce the activity sheet in larger form to work through with students)

“Assessing My Time Management Skills” assessment worksheet

Pencils, pens, or markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 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 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	4. Writing formally (such as reports, narratives and essays) and informally (such as outlines, notes)
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 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.

Question/answer during classroom activity.

Before the lesson:

1. How do you plan out your day?
2. How do you feel when you plan your day and you are not able to accomplish your plan?
3. Do you review what you would do differently?

After the lesson:

1. How might you plan differently after completing these activities?
2. How might your day flow better after applying this activity?
3. Find two words that tie together the concepts of “my time” and “my responsibilities”.

Performance Task: Complete and follow the weekly schedule (“How do I tie it all together?” worksheet-see attached). Students will review their results with the teacher and class.

Assessing My Time Management Skills worksheet (see attachment).

Lesson Preparation

Essential Questions: How do people manage all the responsibilities of their life roles? How can a person’s actions contribute to the community?

Engagement (Hook): Previously we discussed the ways in which we are part of various groups: family, friends, teams, clubs, classrooms, etc. How do we tie up any loose ends that might cause us stress as we try to keep our relationships together?

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none">1. Review web activity from Lesson 1. Discuss all the groups with which the student may be involved, such as family, friends, teams, clubs, classes, etc.2. “Today, we are going to brainstorm ways that we can work to keep things tied together. In other words, how do we manage individual, family, school, and community responsibilities?”3. Hand out “How Do I Tie It All Together” activity sheets. Class discussion might be as follows:<ul style="list-style-type: none">• If we plan things that we <u>must</u> do, then we have more time for the things we <u>want</u> to do. This activity can help you with keeping your commitments”• First of all, block out time for sleep. You should get at least 8 hours of sleep each night in order to be properly rested for your day.• Now, block out time for breakfast, lunch, and dinner. Do you eat three meals a day? Why is proper nutrition important?• When do you shower/bathe? Block out the time that you normally use.• Block out your time on the bus or otherwise spend getting to and from school.• Fill in your class schedule.• Fill in regularly scheduled activities, such as team practices, after-school tutoring, piano lessons, Scout meetings, church activities, chores that you have at home, etc.• Put in time for homework and study.• How much time do you have left? What are some things that you enjoy doing in your free time? Write in those activities.(Monitor student progress, helping those who have difficulty. The counselor may	<ol style="list-style-type: none">1. Students will participate in small group (no more than 6 per group) discussion.2. Students will suggest time management strategies that can balance their various responsibilities. Counselor will write strategies on the board as students mention them.3. Students will participate in discussion and fill out the activity sheet as the class goes through their daily and weekly schedules.

<p>also want to pair up students who need help with other students to complete this activity.)</p> <p>4. As a counselor, you probably have some means of tracking your time and appointments. You may wish to share that you, too, have to plan your day and week in order to meet your commitments to your family, your students, and your community. In other words, planners aren't just for students. Ask, "How do adults in your lives keep track of their commitments? How many of you have planners that you use regularly? Do you keep track of classroom assignments, or do you use it to keep track of other commitments as well?"</p> <p>5. Offer this suggestion to the students: "Your challenge is to follow your plans on the activity sheet and to determine whether planning and scheduling your time can help you get the most out of your time. Once you have completed the week, review how you might want to change the schedule in order to best suit your "have-to" activities with your "want-to" activities.</p>	<p>4. Students participate in discussion by talking with peers and asking peer questions.</p> <p>5. Students will follow their plans and review how and why the plan worked or didn't work. Discuss what changes must be made for the plan to work?</p>
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Teacher Follow-Up Activities

Teacher will work with students to maintain planners. The teacher may want to refer students who have difficulty with planning their time to the counselor for remediation of the skill.

Counselor reflection notes (completed after the lesson)

How Do I Tie It All Together Activity Sheet?

Time	Monday	Tuesday	Wednesday	Thursday
6:00-7:00 a.m.				
7:00-8:00 a.m.				
8:00-9:00 a.m.				
9:00-10:00 a.m.				
10:00-11:00 a.m.				
11:00-Noon				
Noon-1:00 p.m.				
1:00-2:00 p.m.				
2:00-3:00 p.m.				
3:00-4:00 p.m.				
4:00-5:00 p.m.				
5:00-6:00 p.m.				
6:00-7:00 p.m.				
7:00-8:00 p.m.				
8:00-9:00 p.m.				
9:00-10:00 p.m.				
10:00-11:00 p.m.				
11:00-Midnight				
Midnight-1:00 a.m.				
1:00-2:00 a.m.				
2:00-3:00 a.m.				
3:00-4:00 a.m.				
4:00-5:00 a.m.				
5:00-6:00 a.m.				

How Do I Tie It All Together Activity Sheet? (continued)

Time	Friday	Saturday	Sunday
6:00-7:00 a.m.			
7:00-8:00 a.m.			
8:00-9:00 a.m.			
9:00-10:00 a.m.			
10:00-11:00 a.m.			
11:00-Noon			
Noon-1:00 p.m.			
1:00-2:00 p.m.			
2:00-3:00 p.m.			
3:00-4:00 p.m.			
4:00-5:00 p.m.			
5:00-6:00 p.m.			
6:00-7:00 p.m.			
7:00-8:00 p.m.			
8:00-9:00 p.m.			
9:00-10:00 p.m.			
10:00-11:00 p.m.			
11:00-Midnight			
Midnight-1:00 a.m.			
1:00-2:00 a.m.			
2:00-3:00 a.m.			
3:00-4:00 a.m.			
4:00-5:00 a.m.			
5:00-6:00 a.m.			

Assessing My Time Management Skills

NAME: _____

Take a moment to think back on today's lesson. Share what you have learned about yourself.

1. How do you plan out your day?

2. How do you feel when you plan out your day and do not accomplish your plan? What do you do when your plans are changed by others? What positive changes, if any, could you make in how you react to failed goals?

3. What did you learn about yourself by doing the activity? Will this activity affect the way you plan your day and how you manage your time?

4. Write a sentence using words that tie together "My time" and "My responsibilities."

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.

Academic Content Area(s)

Specific Skill(s)

	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		

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

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)

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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.

Unit # 2 Title: The Balancing Act	Grade Level: 7
Number of lessons in unit: 2	
Time required for each lesson: Can vary according to setting	
Best time of year to implement this unit: Fall, but can take place through the year	
Lesson Titles:	
Lesson # 1: Survivors	
Materials/Special Preparations Required:	
Teacher worksheet, masking tape, small tarp, lyrics to any popular chorus, overhead and transparency of strength statements.	
Lesson # 2: The Quest of Magic Minutes	
Materials/Special Preparations Required:	
Time Waster/Time Saver Teacher Worksheet, paper, pencil	
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.07.a.i: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.	
PS.1.B.07.a.i: Apply personal planning strategies to balance individual, family, and school responsibilities	
PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.	
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 for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students.
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 perspectives of others.
X	Goal 3: recognize and solve problems

	<ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 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. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem.
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<ol style="list-style-type: none"> 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management). 4. Principles of movement and physical fitness.
	Fine Arts	

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 learning and demonstrating. The counselor may consider offering individual or group sessions for those students.

Brief Summary of Unit:

Lesson 1: Students will have a thorough understanding of their personal strengths and be able to use them to solve a problem within a group.

Lesson 2: Students will work in small groups to develop a commercial to promote a time saver.

Unit Goals:

Students will recognize the importance of including people with a diversity of strengths within a group in order to better achieve a goal. Students generate and utilize timesaving tips to achieve balance between individual, family, and school responsibilities.

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

Strategies that lead to success in a cooperative learning activity.

Unit # 2 Title: The Balancing Act

Lesson Title: Survivors

Lesson # 1 of 2

Grade Level: 7

Length of Lesson: 60-70 minutes, but could easily be broken into two separate sessions

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.07.a.i: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.

PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.

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.

Materials (include activity sheets and/ or supporting resources)

Teacher worksheet	Overhead
Masking tape	Transparency of strength statements
Tarp 10'x10'	
Lyrics to any popular song's chorus (10 sec)	

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
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 3. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	4. Principles of movement and physical fitness
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		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.

Completion of Personal Strength worksheet and successful completion of Team on a Tarp activity.

Ask the class for responses to the following questions:

1. What is the usefulness of having personal strengths but being the only person who benefits from them?
2. What might be ways that others can benefit from your personal strengths?

Write responses to these questions on the board for review and further discussion.

Lesson Preparation

Essential Questions: Why do people need to learn to work together?

Engagement (Hook): Discuss the statement: "Too much of anything is not a good thing." Have you ever been in a group with all leaders? All followers? All fun people? How can teams increase productivity? We need a variety of individual strengths when working as a team.

Procedures

Instructor Procedures:	Student Involvement:
1. Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end "Most Like Me" and the opposite end "Least Like Me".	1. NA
2. Explain that the line on the floor represents	2. Students listen to statements, decide where

<p>a scale from most like you to least like you. Read a statement from the teacher worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move.</p> <ol style="list-style-type: none"> 3. Select two people at the “most like me” end of the line to explain this strength and how it helps a group accomplish its task. 4. Repeat steps 2 and 3 for next 10 minutes. 5. Put transparency of strength statements up while students are seated. Instruct students to fill out the graphic organizer worksheet at their seat with their personal strengths. 6. Instruct up to 12 students at a time to board the tarp (could use old tire). They must stay on the tarp for 10 seconds (long enough to sing the chorus of an agreed upon song). Once they have succeeded, fold the tarp in ½ and have them board again. Each time they are successful, reduce size of tarp. The goal is to keep as many people on the tarp as possible through the size-reductions and the chorus-singing. 7. Once everyone has participated, discuss personal strengths that led to success. 	<p>they’ll stand on the line, and at a signal move to the appropriate place.</p> <ol style="list-style-type: none"> 3. Students explain their understanding of the strength and how it is helpful in a group situation. 4. Repeat steps 2 and 3 for each question. 5. Student completes graphic organizer by writing at least four of their own personal strengths. They may use teacher transparency of statements if necessary. 6. Students board the tarp in groups of up to 12 and observe what personal strengths are needed to help them reach the goal of continuing to fit everyone on the tarp as it gets progressively smaller. 7. Students participate in class discussion. Individually students will do journal writing about their experience in the group.
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Teacher Follow-Up Activities

Teacher keeps a copy of each student's personal strength sheets on file to determine future heterogeneously grouped teams. When doing group work, teacher reminds students to utilize everyone's personal strengths and review individual student strengths.

Counselor reflection notes (completed after the lesson)

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Personal Strength Statements Teacher Worksheet

Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end “Most Like Me” and the opposite end “Least Like Me”. Explain that the line on the floor represents a scale from most like you to least like you. Read a statement from this worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move (see lesson for further instructions).

I look at everything before I make a decision.

I believe there is a right way to do everything.

I can never know enough.

I encourage others in my group.

I love to plan.

I am an expert at making deals.

I ask a lot of questions.

I can do many things at once.

I am responsible and organized.

I am not afraid to try something new.

I have patience when working with others.

I love a tough challenge and will ALWAYS find a way to do it.

I am logical when I solve problems.

I have a lot of energy and can do many things at once.

I prefer working in small groups.

I prefer working independently.

I like knowing rules and expectations.

I am a good listener when my friends need to talk.

I am cool, calm and collected under pressure.

I am always prepared for class.

The teacher will put a transparency of strength statements up while students are seated. Instruct students to fill out the graphic organizer worksheet at their seat with their personal strengths. Each student completes a graphic organizer by writing at least four of his or her own personal strengths.

Date: _____

My Personal Strengths

Name:

Unit # 2 Title: The Balancing Act

Lesson Title: The Quest for Magic Minutes

Lesson # 2 of 2

Grade Level: 7

Length of Lesson: 30 to 45 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.B.07.a.i: Apply personal planning strategies to balance individual, family, and school responsibilities.

PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

Time-waster/Time-saver teacher worksheet

Paper/pencil

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 for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students
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 perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 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 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

	6. Identify tasks that require a coordinated effort and work with others to complete those tasks
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	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.

Students will create and present a Magic Minute commercial demonstrating a time-saving tip and be able to verbally explain their reasons for selecting that tip.

Lesson Preparation

Essential Questions: How do people manage all the responsibilities in their life roles? How can a person effectively achieve their goals?

Engagement (Hook): To be read like a commercial: “Feeling out of control? No time to do what you want? Want to just crawl into a hole and your problems disappear? Then you need “Magic Minutes” in your life.”

Procedures

Instructor Procedures:	Student Involvement:
1. Divide students into Think Tanks (triads). Explain they are part of an ad team that will be developing a commercial. Have the triads brainstorm time-wasters.	1. Student triads will brainstorm time-wasters that keep them from their individual, family, and school responsibilities.
2. Facilitate reporting from the triads and	2. Teams will report back and actively listen

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

<p>generate a list on board.</p> <p>3. Explain that the students are to problem-solve ways to turn a time-waster into a time-saver. Triads will be planning and presenting a commercial to advertise their time saver. (These should be ideas that really work for them.) Allow students 10 to 15 minutes to complete their commercial.</p> <p>4. Allow students time to present their commercials.</p> <p>5. Have the students choose one “magic minute” that they will incorporate this week.</p>	<p>for other’s views and suggestions.</p> <p>3. Each Think Tank team takes a time-waster and designs a time-saver to take its place. They work on a commercial related to the benefits of the time-saver.</p> <p>4. Students present their projects and critique other students’ ideas for applicability to their lives. Are the ideas practical?</p> <p>5. Students will write the “magic minute” in their planners.</p>
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Teacher Follow-Up Activities

The counselor may want to record all the students' ideas to create an ongoing list for the class and the teacher to consult throughout the school year. The teacher may also check with students to see how their "magic minutes" strategies are working. These tips may be incorporated in school planners the next school year.

Counselor reflection notes (completed after the lesson)

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Time Waster or Time Saver

Time waster	Time Saver
Do I talk on the phone during study/homework time?	Have Mom or Dad take messages or use the answering machine.
Do I engage in Instant Messaging during study/homework time?	Enable the "block message" feature on your internet.
Do I put off study/homework? Do I get anxious because it gets later and later?	Plan each day when I will set time aside to study. If I plan ahead, it is easier to get started.
Do my parents spend time reminding me to study? Does it lead to real hassles with my parents?	Fill out a time sheet and put it on the refrigerator so everyone knows when study time is and when other activities are planned.
Do I use an assignment notebook?	Use of an assignment notebook will save me time trying to figure out what to do.
Do I daydream or talk to myself about things other than my studies?	Stand up and change my physical position. But remember, don't leave my desk.
Do I rarely have a plan?	Set small goals. The faster I read, the better I am able to concentrate. Use a time budgeting activity sheet. Divide assignments into small units. Set time limits for each one. Write the amount of time you think it will take to complete an assignment up in the corner and see if you can beat it.
Do I think of something to do and do it right now because I am afraid I will forget it?	Keep a reminder notepad handy or a post it in your assignment notebook.
Do I get caught with an assignment that was assigned a long time ago?	Use the calendar pages in the assignment notebook. Consult it every Sunday and then plan out your week accordingly.

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.

Unit # 3 Title: Color Your World

Lesson Title: Color Your Destiny

Lesson # 1 of 2

Grade Level: 8

Length of Lesson: 45 minutes, or can be divided into 2 lessons

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.08.a.i: Identify thoughts and feelings and how they relate to self-concept.

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 themselves and others.

Materials (include activity sheets and/ or supporting resources)

Any children's book dealing with feelings/self-concept and how they affect a person's perceptions of themselves or their world. Examples: Hailstones and Halibut Bones, I Feel Silly, My Many Colored Days, The Eagles Who Thought They Were Chickens

Butcher paper or poster board; markers and/or crayons, quote by Frank Outlaw (can be given to students or displayed as a poster), overhead projector and blank transparency for assessment activity, toothpaste, graphic organizer

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation.
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 perspectives of others.
X	Goal 3: recognize and solve problems 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.
	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	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	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.

Performance activity, question/answer, and discussion as built into the lesson.

On a blank transparency, draw stripes. Ask a student to come to the overhead and spread toothpaste along the stripes. Then ask the student to return the toothpaste to the tube. The student will find the task impossible. Ask the class to respond to the following questions in writing.

1. As you see, once you spread the toothpaste, it is impossible to put it back. Likewise, once you spread gossip or speak poorly of a person, it cannot be taken back. Even if you say you are sorry, can you truly mend the damage that has been done?
2. What do you think you need to do to respect other people's integrity?

Lesson Preparation

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

Engagement (Hook): "I am going to read the following book about different ways to view "things" (give title), and I want you to listen for the words that relate to feelings and how someone looks at themselves. Also, think about others in the story. How are they viewing the same situation?"

Procedures

Instructor Procedures:	Student Involvement:
1. The counselor will read the story of choice.	1. Student will listen and take notes if needed.
2. Discuss details from the story. The	2. Students will provide information from their

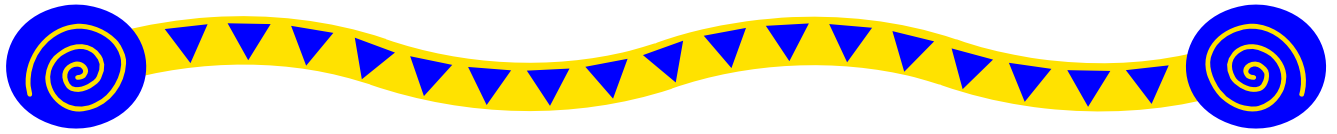
<p>counselor can use a graphic organizer to help students see the relationship between feelings, objects, and color as in the case of the story <u>Hailstones and Halibut Bones</u>. Other types of relationships between perceptions and feelings can be drawn from the other stories. The counselor will rely on students' inferences to fill in the areas.</p> <p>3. Divide students into task groups, taking care to allow for a variety of student needs and strengths. The counselor will provide the following instructions: "Use the paper and markers to give us a picture of what a feeling word looks like. Try to be as creative as possible to make the word come alive. Pretend that you don't know how to read. How would you get the feeling across?" Allow 10 to 15 minutes.</p> <p>4. Ask classmates if they think the picture reflects the message that the group intended.</p> <p>5. Introduce the quote by Frank Outlaw (see handout). Have the students get back in their groups to discuss the quote and what they think the author is saying.</p> <p>OR</p> <p>Facilitate discussion of the quote with the entire classroom and the author's intent behind the quote.</p>	<p>understanding of the story to help the counselor develop the graphic organizer.</p> <p>3. Students will work cooperatively to design a product to which each will contribute.</p> <p>4. Groups will present their pictures to the class. They will explain the idea they were trying to convey. They will also field any questions from other students in the class.</p> <p>5. Students will work either in discussion groups or as part of a classroom discussion.</p>
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Teacher Follow-Up Activities

The counselor can work with the teacher to display the poster and/or reinforce the concepts of the quote. The teacher can also work with students whose words reflect less than a positive self-concept.

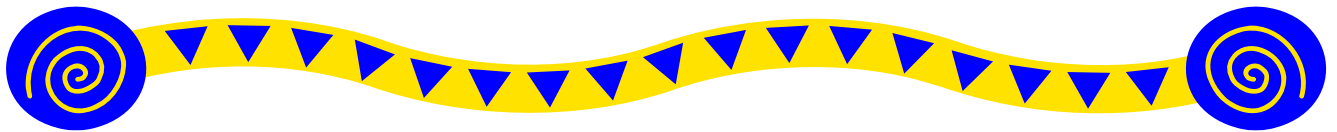
Counselor reflection notes (completed after the lesson)

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WATCH YOUR THOUGHTS; THEY
BECOME YOUR WORDS.
WATCH YOUR WORDS; THEY BECOME
YOUR ACTIONS.
WATCH YOUR ACTIONS; THEY BECOME
YOUR HABITS.
WATCH YOUR HABITS; THEY BECOME
YOUR CHARACTER.
WATCH YOUR CHARACTER, FOR IT
WILL BECOME YOUR DESTINY.

--FRANK OUTLAW



Unit # 3 Title: Color Your World

Lesson Title: Color Your Community

Lesson # 2 of 2

Grade Level: 8

Length of Lesson: Varies with size of project and community

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.B.08.a.i: Recognize roles and responsibilities of being a family, school, or community member and the interrelationship of roles and responsibilities.

PS.1C.08.a.i: Recognize personal ways for the individual to contribute as a member of the school and 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.

Materials (include activity sheets and/ or supporting resources)

Science lab scales and wooden/plastic cubes.

Materials will depend on the service project selected.

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. 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 perspectives 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. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
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 U. S. 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)
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)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	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.

Performance activity (service project outcome), follow-up discussion

Lesson Preparation

Essential Questions: How do people manage all the responsibilities of their roles? How can a person's contributions to their community effect change (both positive and negative)?

Engagement (Hook): Take little cubes (plastic or wood) and label them with typical children's responsibilities. Using a scale from the science lab, label the 2 scales as "priority" or "secondary". Have the students balance responsibilities by telling you how to shift the cubes around to make the best possible scenario.

Procedures

Instructor Procedures:	Student Involvement:
<p>1. Recruit students from the eighth grade to discuss possible service projects in which the class might want to become involved. Make sure that you have a wide range of student groups involved in the decision-making process. Guide the students toward a project in which every student can participate, regardless of ability or economic background. (Examples might include a penny drive, canned food drive, school and/or community beautification, etc.) Students may want to contact community leaders for possible ideas for</p>	<p>1. Students will brainstorm possible service projects and collaborate to decide on one valuable, workable project.</p>

<p>projects. Depending on the size of your school, the eighth graders can coordinate the project through their homerooms and include just eighth grade, OR the project can be building- or district-wide (see the DESE Service Learning Web page).</p> <p>2. Arrange with classroom teachers to have the students from the small group visit classrooms to enlist the help of their fellow students to participate in the community service project. Assist students in preparing appropriate dialogue to promote and pump-up their service project.</p> <p>3. Once the students have completed the service project, meet with them to discuss the issues related to completing the project. If you do not have members of your focus group in the classroom, you might want to have a few of them in to help lead the discussion.</p> <ul style="list-style-type: none"> • In order to begin the project, what did we need to know? • What were some of the obstacles or challenges we faced? • How was our school and/or community involved in this project? • How did your family contribute or help with the project? • What discussions did you have with your family and friends about the project? • Did you discuss or solicit help from someone in the community? What was the response? How did you respond to them? • How did your relationships within the community influence the success of the project? Were you able to make new relationships or improve existing relationships as a result of this project? • What suggestions would you give to someone who was considering doing a similar project? 	<p>2. Students will prepare dialogue to promote their service project. They will visit classrooms to enlist the help of their fellow students to participate in the community service project.</p> <p>3. Students will discuss the points related to the service project while recognizing the views of others. Students will discuss the highlights of the projects and brainstorm how the project might be improved if someone else was considering a similar project.</p>
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- How did your perceptions of yourself, your school and/or community change as a result of this project?

(If the project does not go as well as planned, students still need to process and consider ways in which they could have improved the situation. The counselor might want the focus group then to write a suggestion letter to the next year's eighth grade to help to better.)

Teacher Follow-Up Activities

The teacher may want to participate in the classroom activity or project.

Counselor reflection notes (completed after the lesson)

Unit # 1 Title: Relationships: What Do Skills Have To Do With It? **Grade Level:** 6,7 & 8

Number of Lessons in Unit: 5 (1@Grades 6 & 7; 3@Grade 8)

Time Required for each lesson: 45-50 minutes (NOTE: the 7th grade lesson is spread over 2 days.)

Best time of year to implement this Unit: Fall

Lesson Titles:

6th Grade Lesson # 1: Ingredients of a Relationship Recipe

Materials/Special Preparations Required

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.

Guidelines: Ingredients for Relationship Recipe

Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student

Markers, crayons, color pencils, scissors, glue, construction paper, etc.

Students will need paper and pencil

7th Grade Lesson # 2 Respect for Self and Others—Giving and Getting the Big R

Materials/Special Preparations required:

Copy of “Recipe for Relationships” (6th grade lesson and attached)

3x5 Cards with a social setting written on each. Ideas for social settings include:

Classroom, playground, with parents at a basketball game, at home, at a friend’s

home, at a school function, shopping in the mall

8th Grade Lesson # 3: Relationships...Quality Control

Materials/Special Preparations Required

Activity Sheet – I Am.....

Mirrors

8th Grade Lesson # 4: I Know What You Did This Summer

Materials/Special Preparations Required

Activity Sheet – I Heard What you Did This Summer....

8th Grade Lesson # 5: Relationships...Going Up While Growing Up

Materials/Special Preparations Required

Activity Sheet – Going Up While Growing Up

Balloons

Permanent markers

Missouri Comprehensive Guidance Standard:

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

Grade Level Expectation(s):

PS.2.A.06.a.i: Identify interpersonal skills needed to maintain quality relationships.

PS.2.A.07.a.i: Practice effective interpersonal skills in a variety of social situations.

PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

American School Counselor Association National Standard (ASCA):

Personal and Social Development

A: Students will acquire the attitudes, knowledge and interpersonal skill to help them understand and respect self and others.

Show Me Standards: Performance Goals (check one or more that apply)

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 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) 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 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 perspectives of others 5. Perform or produce works in the fine and practical arts
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication and division; other

		number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

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.
 Students will complete the *Relationship Quality Control Checklist*. The summative assessment will take place during the 8th grade lesson.

Brief Summary of Unit: Students will be learning how to maintain quality relationships using interpersonal skills in a variety of social situations.

An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade likening interpersonal skills to essential ingredients in a recipe.

The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified.

In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.

Unit Goals:

Students will be able to identify interpersonal skills needed to maintain quality relationships.

Students will be able to practice effective interpersonal skills in a variety of social situations.

Students will be able to self-assess interpersonal skills that will help maintain quality relationships.

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

Students will need prior knowledge of how to be a friend and to be able to describe "interpersonal skills".

Unit # 1 Title: Relationships: What Do Skills Have To Do With It?

Lesson Title: Ingredients of a Relationship Recipe

Lesson # 1 of 5

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.A.06.a.i: Identify the interpersonal skills needed to maintain quality relationships.

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)

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.

“Guidelines: Ingredients for Relationship Recipe” (see below)

Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student

Markers, crayons, color pencils, scissors, glue, construction paper, etc.

Paper and pencil

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 perspectives of others 5. Perform or produce works in the fine and practical arts
	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 4. Writing formally and informally, 6. 6. Participating in formal and informal presentations and discussions of issues and

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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		ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		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. Students will create a recipe card identifying the interpersonal skills needed to maintain quality relationships based on a given rubric.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Tell the students you are going to make i.e. a peanut butter and jelly sandwich (or your chosen basic recipe). Purposely forget the bread (or an essential ingredient for your chosen basic recipe). Begin to get the ingredients out naming them and telling the amount of each one needed. Make the sandwich without the bread, smearing the peanut butter on the plate with the jelly on top of it (or make your recipe without an essential ingredient). Ask the students what is wrong? What essential ingredient is missing? What happens when you make something without using essential ingredients?

Procedures

Instructor Procedures:	Student Involvement:
1. The counselor will discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships. (Quality Control)	1. Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships. (Quality Control)
2. Ask the students to write down the ingredients/interpersonal skills they believe	2. Students will write down ingredients/interpersonal skills they believe

<p>are needed to maintain quality relationships.</p> <p>3. Ask students to share one at a time the skills they listed and discuss. Possible items: Good listeners, uses “I” messages, understands how feelings affect relationship, uses assertive behaviors, willing to compromise, etc. If students did not list some of the essential interpersonal skills, list them and discuss what each means.</p> <p>4. After completing the discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or that they wrote down on their paper.</p> <p>5. Hand out the guidelines for the recipe card and discuss what needs to be present on the card. Show students an example of a card that has been done.</p> <p>6. Hand out the plain paper or large index cards. Have art supplies available and let students begin work.</p> <p>7. Instruct students to turn the card over and write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their recipe card.</p>	<p>are needed to maintain quality relationships.</p> <p>3. Students will volunteer to share what they wrote down on their individual papers. Students should be involved in discussion of each other’s skills listed.</p> <p>4. Students will use their paper and the discussion items to produce a recipe card.</p> <p>5. Students will be given the guidelines and will have a chance for questions.</p> <p>6. Students will complete the recipe card.</p> <p>7. Students will reflect on a relationship that they would like to improve and write the personal goal as described.</p>
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Teacher Follow-Up Activities

The teacher will be asked to collect the completed cards if time does not allow completion during the allotted lesson time. Recipe cards would be given to counselor(s) for use in office or they may be placed in the cafeteria, study halls, classrooms, given to 5th grade students, etc. If the teacher completes the activity, the teacher may need to write a referral for students who do not seem to understand the skills needed for maintaining quality relationships based on the content of the recipe card.

Counselor reflection notes (completed after the lesson)

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Guidelines:
Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



Unit # 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Respect for Self and Others—Giving and Getting the Big R **Lesson # 2 of 5**

Grade Level: 7

Length of Lesson: This lesson will be spread over 2 days. Each part requires 45 minutes.

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.A.07.a.i: Practice effective interpersonal skills in a variety of social situations.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skill to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

Copy of “Recipe for Relationships” (attached)

3x5 Cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend’s home, at a school function, shopping in the mall

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 perspectives of others 5. Perform or produce works in the fine and practical arts
	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 and informally (such as reports, narratives, essays) and informally (such as outlines and notes)

		6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		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.

Formative Assessment: In teams of 3, students will plan scenarios in which they demonstrate inappropriate and appropriate interpersonal skills in a variety of social situations. They will assume the roles of the individuals in their scenario and will plan demonstration of inappropriate interpersonal skills. After the scenario, students in the scenario will lead a whole class discussion re: Respectful of SELF?? Appropriate? Inappropriate? Identify skills used/misused/not used. Replay the scenario with the class members coaching the players in the appropriate use of interpersonal skills. When the scenario ends, all students will do a 1-minute writing using “During this lesson, I learned I” Working with the same team of 3, they will talk together about their learning and new questions they have after reflecting on the experience. Instructor will invite 5 volunteers to share their “I learned...” with whole class. Be a careful observer of interactions of students throughout the lesson as another form of formative assessment. Through your observations you will be able to identify individuals who would benefit from more practice and skill development.

Lesson Preparation

Essential Questions:

Some folks your age find it easy to interact with others; while, some folks find it difficult. What makes the difference, i.e. why are relationships easy for some and a struggle for others? Is it possible to change how we interact with others? In what ways does “respect for self and others” influence interpersonal relationships?

Engagement (Hook): Pre-arrange for two students to become involved in a scene in which one student grabs another’s notebook and begins going through it making disparaging remarks. The owner of the notebook tries to grab it back. At this point, say something like “Hmmm...seems you have lost some of your learning from last year.”

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. Review the 6th grade learning about interpersonal skills. Show the “Recipe for Relationships” and ask students to recall the ingredients. Ask what else they remember about the lesson? Strive for remembering of the “missing ingredient” demonstration. 2. Tell students that in this lesson, they will be expanding their knowledge and use of effective interpersonal skills. Group students in teams of 3 and tell them that they will be working together to design a 2-minute scenario in which an individual behaves inappropriately in a social situation. You will assign the settings for the scenario—they will do the rest. 3. Explain that after presenting the scenarios to the class, the student groups will lead a class discussion for the purpose of assessing the inappropriate/appropriate interpersonal skills displayed in the skit. Each group should plan for, at least, 3 discussion questions. Allow 10-15 minutes for planning depending on the group and the time remaining, talk about how to lead a discussion (encourage note taking), and encourage open-ended questions. Teams work together to plan their discussion. <p>DAY 2 OF LESSON This will be the day for the formative assessment i.e. the dramatizing of the scenarios. See the Formative Assessment for directions.</p>	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will participate enthusiastically in the discussion. Every student will contribute something to the conversation. 2. Students will get into their teams and identify the social setting they will be dramatizing. Before they do anything else, the team, together, will specify the exact setting and context of the scenario. They will then decide the theme of their scenario (e.g. acting out behavior, sullen or “pouty” behavior). The script/design of the scenario is the next step. The final step regarding the planning phase is to rehearse (and time) the scenario. 3. Students will take notes about the key points of leading discussions and teams will decide on the starter questions to be asked. <p>DAY 2 OF LESSON Students will use appropriate interpersonal skills as they perform and participate in discussions.</p>
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Teacher Follow-Up Activities

Counselor reflection notes (completed after the lesson)



Guidelines:
Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



Unit # 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Relationships...Quality Control

Lesson # 3 of 5

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

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)

Activity Sheet – “I Am”.....

Mirrors

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	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 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States

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
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
	Social Studies	
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	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.

The lesson assessment will be the checklist and the discussion about interpersonal skills.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Pass out a mirror to each student and ask them to take a minute to look at themselves. Ask them to reflect on what is on the inside and not the outside. Ask them which is more important when it comes to making and keeping friends.

Procedures

Instructor Procedures:	Student Involvement:
1. Ask the students what “interpersonal” means then discuss their responses until there is a suitable definition.	1. Students propose definitions of interpersonal until a suitable definition is proposed.
2. Discuss and define what constitutes a relationship (family, friends, romantic).	2. Through input, students will explore and define relationships.
3. Explain the Quality Control Checklist (“I Am” worksheet) to the students. Review the use of a Likert Scale. Stress that honesty is essential in this evaluation and that is for self-awareness and improvement.	3. Students will use the Likert Scale to honestly evaluate themselves on skills needed to maintain quality relationships.
4. Explain to the students how to score the checklist. After scoring time, explain the scores and ask the students to comment on their personal score.	4. Students self-score the checklist and comment on their score.
5. Review the skills listed in the checklist and evoke comments from students regarding the importance of the skill/quality in relationships.	5. Participate in discussion regarding the importance of the skill/quality listed on the checklist.

<p>6. Collect the checklist scale to add to student portfolio.</p> <p>7. Create “key-word posters” with the following words: Thoughtful, Good Communicator, Positive Body Language, Forgiving, Patient, Honest, “I” Messages, Respectful, and Say Sorry. Leave them with the teacher to post around the room as reminders throughout the year.</p>	
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Teacher Follow-Up Activities

Teacher will post the “key-word posters” around the room and refer to them when necessary as a reminder of the lesson with the students.

Counselor reflection notes (completed after the lesson)

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I Am...

Rate yourself using the following scale:

5 = always 4 = usually 3 = most of the time 2 = sometimes 1 = never

On lines 1 and 2, write a real-life example of how you have demonstrated this skill.

_____ A thoughtful person

1. _____
2. _____

_____ A person who avoids conflict

1. _____
2. _____

_____ A good communicator

1. _____
2. _____

_____ Aware of my body language

1. _____
2. _____

_____ Forgiving of others / Don't hold a grudge

1. _____
2. _____

_____ Patient with others

1. _____
2. _____

_____ Honest / Trustworthy

1. _____
2. _____

_____ Someone who uses "I" messages

1. _____
2. _____

_____ Someone who stays out of other people's business

1. _____
2. _____

_____ Able to think of others before myself

1. _____
2. _____

_____ Respectful of personal differences

1. _____
2. _____

_____ Proud of the decisions I make

1. _____
2. _____

_____ Able to say I am sorry when I am wrong

1. _____
2. _____

_____ Able to keep my cool when I get upset

1. _____
2. _____

Total score _____

What your score means:

70 – 56 You have excellent interpersonal skills. You probably have many valuable relationships. You are well-liked by your peers and your family. You are a very mature young person.

55 – 40 You are well on your way to learning excellent interpersonal skills. The fact that you recognize your weaker areas is a great stepping stone to realizing your potential. You probably have a lot of friends, but there are probably people out there who would like to be your friend—reach out to them using some new skills.

39 – 26 You appear to be lacking some skills that you should have acquired by this age. You need to take an honest look at yourself and where you need to make some changes in order to fit into society. If you are struggling in a particular area, please ask your friends, a counselor or another trusted adult for help.

25 -14 If your score falls here, don't panic! If you want to improve your interpersonal skills, first look at the areas that you scored yourself low. Next, think for a minute about the friends that you have now. Do your actions sometimes upset others? Are you the best friend you can be? Would you be your own friend? Be honest with yourself. That is the only way to improve.

Are you surprised by your score? _____

Why or why not?

Which interpersonal skills did you discover that you want to/will strengthen?

Outline your self- improvement plan:

Unit # 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: I Know What You Did This Summer

Lesson # 4 of 5

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

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)

Activity Sheet – I Heard What You Did This Summer

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 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 perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		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.

The lesson assessment will be the responses on the worksheet and the role playing activity.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Think of the last conflict-situation you were in with a friend. Now place yourself in the other person's shoes and imagine what it was like to hear your conversation from their point of view.

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Pass out worksheet and read it aloud with the students. Ask the students if anything similar has ever happened to them. Ask how many have been the Stan, the Jack and the Julie. 2. Take one character section at a time and ask the students to place themselves in each character's position as they respond to the questions. Students should be reminded to answer honestly. 3. Ask students to turn to a neighbor and share their answers. Write on the board: Would one person's way get a better response? What can you learn from the other person? What would you not do if this were you? 4. Have the students get into groups of three 	<ol style="list-style-type: none"> 1. Students will listen to the story and interact with the instructor as he/she asks questions related to the story. 2. Students will write an honest response appropriate to each character's situation. 3. Students will turn to a neighbor and discuss what they wrote down as responses. They will orally answer the questions that are asked by the instructor.

Created by Christine Barnes, Jill Brooks, Ruth Ann Clark

and brainstorm a list of interpersonal skills that will be useful in the situation. Then have them role-play the story using those identified skills. The goal is to get a resolution without aggressive language or behavior.

4. Students will brainstorm and then role-play the scenario practicing appropriate interpersonal skills to resolve the conflict. Students will assess their role-play and the outcomes with the instructor.

Teacher Follow-Up Activities

Teacher can positively reinforce the identified appropriate interpersonal skills in the weeks that follow.

Counselor reflection notes (completed after the lesson)

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I Heard What You Did This Summer.....

Jack and Julie have been dating for six months. Jack heard from his best friend, Stan, that Julie was seen at the mall this past Saturday by Ken going into the movies with Michael. They were holding hands.

You are Stan.

1. Is it appropriate for you to share your information with Jack? _____

2. Why or why not?

3. How will your decision help your relationship with Jack?

4. What interpersonal skills will you be using?

You are Jack.

1. If Stan shares his information with you, what interpersonal skills will you need to use?

2. Which skills might you find difficult to use?

3. How do you handle the situation with Julie?

4. How much do you really know about the situation?

You are Julie.

1. If Jack questions you, what interpersonal skills will you need to use?

2. If Jack does not believe your answer, how can you handle that?

Write a dialogue from Stan to Jack. The dialogue should focus on maintaining a relationship with Jack.

Unit # 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Relationships...Going Up While Growing Up **Lesson #** 5 of 5

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

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)

Activity Sheet – Going Up While Growing Up

Balloons

Permanent markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 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 perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 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.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups

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		to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	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.

The lesson assessment will be the checklist and the discussion about interpersonal skills.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): As the students enter the classroom, hand them a balloon. Tell them to blow up their balloon and tie it off. Pass around permanent markers and ask the students to write their best friend-making skill or trait on the balloon in the form of I, _____, am good at making friends because _____.

Procedures

Instructor Procedures:	Student Involvement:
1. Ask the students to pass the balloons around and read the comments on each balloon.	1. Students will pass the balloons around and read what others think about themselves.
2. Have students return balloons to the original owner.	2. Students will return balloons.
3. Pass out worksheet and read aloud with students. Ask students to complete balloon bouquet graphic listing traits they feel are important in relationships. Walk around and monitor appropriateness of traits.	3. Students will individually complete the balloon graphic with skills they feel are valuable in a relationship.
4. Then ask them to think about three specific friends and identify qualities that those friends have that make them good friends to have.	4. Students will identify three friends and those qualities that make each person important to them and valuable as a friend.

<p>5. Complete the same information for three family members.</p> <p>6. Ask the students to self-reflect on 8 skills that they have that they think are important for others to have also. Many of these skills should be repeating from the other lists.</p> <p>7. Ask students to identify which skills they feel are important for others to have but that they do not have on the list for themselves (skills they may be weak in) and then identify what plans or actions they can take to improve the weak skills.</p> <p>8. Initiate discussion about finding differences in the lists. Sample questions/comments: How can we expect things from others in a relationship and not from ourselves? Why would someone want to be your friend if you did not have traits that were important to them? Is it easier to change yourself or to try and change someone else? It is important to note that when you change yourself for the better, you are “growing”, but when you try to change someone else, you are “controlling”. You benefit yourself by focusing on yourself, because you are the one that you will always have to live with.</p>	<p>5. Students will identify three family members and those qualities that make each person important to them and valuable as a family member.</p> <p>6. Students will complete self-reflection area.</p> <p>7. Students will compare lists and identify skills / traits that they find that they may be weak in. They will identify how they can strengthen those skills / traits.</p> <p>8. Participate in discussion.</p>
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Teacher Follow-Up Activities

Teacher may wish to display the balloons on a bulletin board for a visual reminder of the traits that the students found to be important in being a good friend.

Counselor reflection notes (completed after the lesson)

Going Up While Growing Up

These are interpersonal skills and qualities that I like to see in my friends and family. These help us to get along and work together. They make our relationship fun.

1. Place one skill or quality that you find important in each balloon.

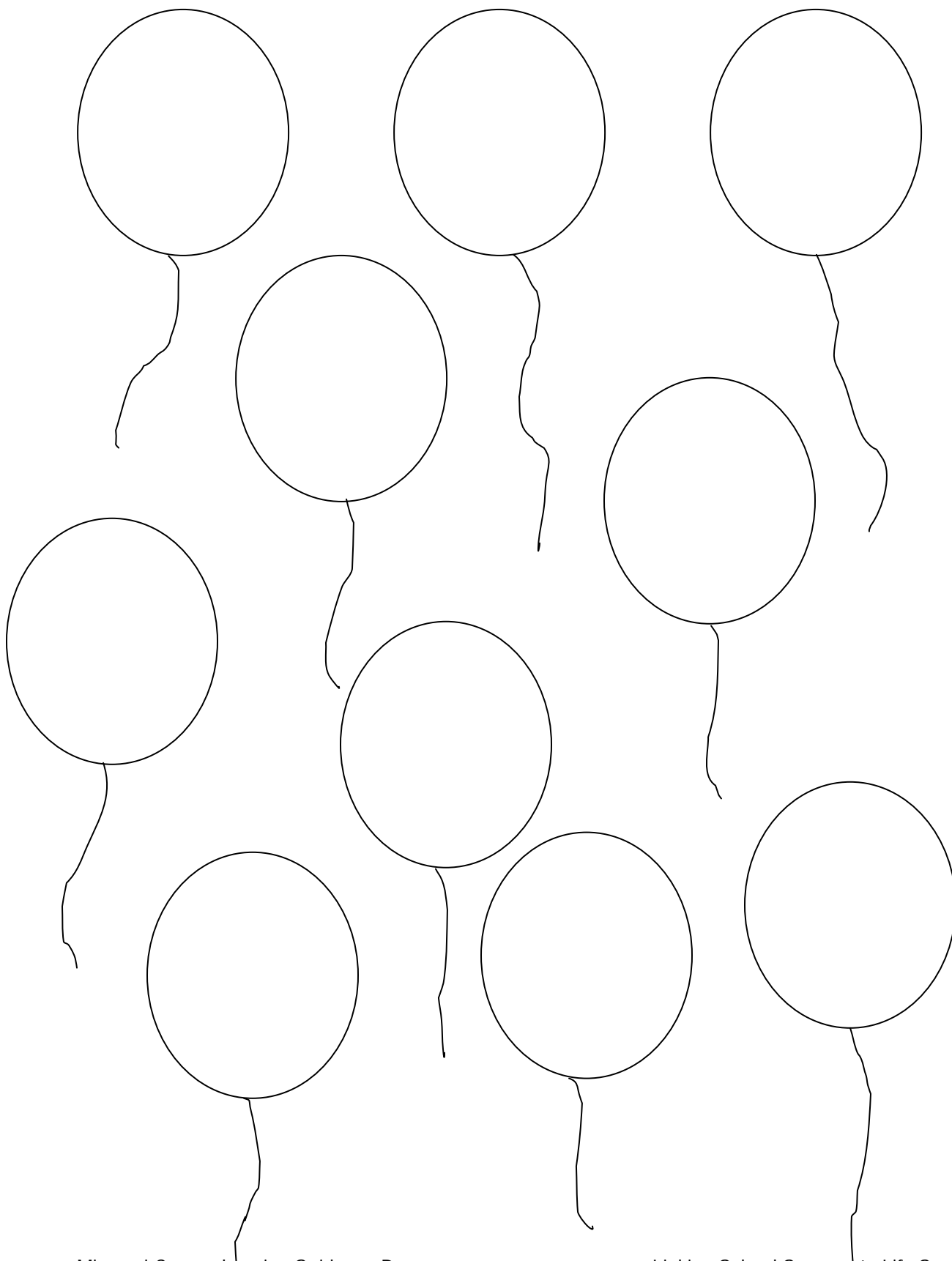
After you have completed the balloon worksheet, continue with #2

2. List 3 friends and identify which "balloon" qualities they have.

1.
2.
3.
4.
5.
6.
7.
8.
9.

1.
2.
3.
4.
5.
6.
7.
8.
9.

1.
2.
3.
4.
5.
6.
7.
8.
9.



Missouri Comprehensive Guidance Programs:

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List 3 family members and identify which "balloon" qualities they have.

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

Which "balloon" skills do I have that I think are important for my family and friends to also have?

1.	5.
2.	6.
3.	7.
4.	8.

Which ones am I weak in?

How can I improve my skills?

Which skills do I think I should focus on first?

Unit # 2 Title: R-E-S-P-E-C-T--Find Out What It Means To You (And Me) **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 40-90 minutes

Best time of year to implement this Unit: Beginning PS 2.B Unit 2 early in the school year will give everyone involved time to plan and implement a school-wide program.

Lesson Titles:

6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like Materials/Special Preparation:

- Activity Sheet -Planning to Use Respect
- Students will need something with which to write

7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill Materials/Special Preparation:

- Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
- Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan.
- Production Resources (e.g., paper, markers, AND recording equipment – video and audio)

8th Grade Lesson # 3: A Stranger Among Us Materials/Special Preparation:

- Activity Sheet – A Stranger Among Us

Missouri Comprehensive Guidance Standard:

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

Grade Level Expectation(s) (GLEs):

PS.2.B.06.a.i: Identify and develop strategies to promote acceptance and respect in the school and community.

PS.2.B.07.a.i: Promote acceptance and respect for individual differences.

PS.2.B.08.a.i: Apply strategies that promote acceptance and respect of others within the global community

American School Counselor Association National Standard (ASCA):

Personal and Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skill to help them understand and respect self and others.

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> Comprehend and evaluate written, visual and oral presentations and works Discover and evaluate patterns and relationships in information, ideas and structures Evaluate the accuracy of information and the reliability of its sources Organize data, information, and ideas into useful forms for analysis or presentation Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> Plan and make written, oral and visual presentations for a variety of purposes and audiences Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> Identify problems and define their scope and elements Develop and apply strategies based on ways others have prevented or solved problems Develop and apply strategies based on one's own experience in preventing or the processes used in recognizing and solving problems Evaluate the processes used in recognizing and solving problems Reason inductively from a set of specific facts and deductively from general premises Examine problems and proposed solutions from multiple perspectives Evaluate the extent to which a strategy addresses the problem Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> Explain reasoning and identify information used to support decisions Understand and apply the rights and responsibilities of citizenship in Missouri and the United States Analyze the duties and responsibilities of individuals in societies Identify tasks that require a coordinated effort and work with others to complete those tasks 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<ol style="list-style-type: none"> Speaking and writing standard English Writing formally and informally Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	<ol style="list-style-type: none"> Data analysis, probability, and statistics

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. Use the tools of social science inquiry
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the 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.

This Unit's Summative Assessment is an example of school-wide involvement. If your time/resources make the full implementation of the summative assessment as written here unfeasible, it may be simplified by conducting all aspects of the summative assessment within the classroom and limiting involvement to the students within the class (i.e., the scenario will be enacted as a role-play in the classroom using class members as actors). While this is a suitable alternative, you are urged to seek ways to allow students to become involved in a "live-action" experience of advocating for a school-wide commitment to R-E-S-P-E-C-T as a way of life. Social responsibility practiced in school increases the likelihood that social responsibility will be enacted in the community.

Performance Scenario: (The Performance Scenario begins in Grade 7 and continue/culminate in Grade 8)

Goal (of scenario): Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

Role: You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

Audience: All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

Situation: Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students' suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school. Community.

Product, Performance and Purpose: You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be endorsed by all groups. Examples of strategies and materials will be available (e.g., poster samples, theme song, motto). You will present the plan to the Board of Education and the Advisory Council and convince the members to make the plan a part of the district's operation from year to year.

Standards and Criteria for Success:

Your plan will include:

- An introduction and overview of the process and intended outcomes (an executive summary)
- Input from members of the school community: Utilize interviews/surveys that sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). Provide a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).
- Proposed activities and participants in each activity, e.g., Activity: Produce eye and thought-catching R-E-S-P-E-C-T posters Participants: All students will work with a partner to design and produce a poster.
- Anticipated effects in students' lives and learning (i.e. what will students know and be able to do as a result of the activity?) Short term/medium term/long term effects.
- Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, be used to make project successful.
- Assessment of results: Measurement of Success
- Time Line, budget, persons accountable for each phase or task.
- References/Resources used during plan-development process.

Brief Summary of Unit: Students will be learning how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.

6th Grade: The focus of the 6th Grade Lesson, *Respect: Looks Like, Sounds Like, Feels Like*, is an in-depth study of respect – what it is and the ways in which respect for self and others is basic to communication and interpersonal relationships. The 6th grade lesson emphasizes respectful relationships with people students know – family and friends.

7th Grade: The 7th grade lesson, *R-E-S-P-E-C-T – A Basic Skill*, provides an opportunity for students to become engaged in a project-based learning experience that will lead to a plan of action and advocacy strategies. Students will work in teams to create a school-wide or classroom [depending on time and resources] Action Plan for implementing Operation: R-E-S-P-E-C-T.

8th Grade:

There are two (2) lessons at the 8th grade level. The first, *A Stranger Among Us*, stresses respectful empathy and understanding of the “inner-experience” of being visibly different from the others in the class and/or school. The second 8th grade lesson, *Who is Most Valuable Among Us*, features an experiential decision-making exercise during which teams decide who should or should not be saved from an impending disaster.

Unit Goals:

- Students will be able to explain the meaning of respect in one’s life.
- Students will know and understand respect for self and others as a skill to be developed.
- Students will understand the role of advocacy and will be able to develop a plan for a specific course of action.

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

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations

Mathematics: data analysis

Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)

Comprehensive Guidance: the elements of being a friend; the ability to describe “interpersonal skills,” the ability to use basic self-assessment processes, understanding “respect” as a way of life and an element of friendship.

Unit # 2 Title: R-E-S-P-E-C-T...Find Out What It Means to Me (and You)

Lesson Title: Respect: Looks Like, Sounds Like, Feels Like

Lesson 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.B.06.a.i: Identify and develop strategies to promote acceptance and respect in the school and 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.

Materials (include activity sheets and/ or supporting resources)

Respect: Looks Like, Sounds Like, Feels Like Activity Sheet

Planning to Use Respect Activity Sheet

Students will need something to write with

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives 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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		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. Students will participate in question and answer discussion and complete the *Planning to Use Respect* Activity sheet.

Lesson Preparation

Essential Questions: Why is respect for others important? How do we know we are using respect?

Engagement (Hook): The counselor will display a stuffed animal that talks/sings/plays music. Ask a student to come forward and use their senses to describe the item to the rest of the class. The student may say things like it is soft, talks/sings/plays music, looks cute/cuddly, etc. Ask the students if the student describing the item has described it accurately. Ask the students if other things can be described by using their senses.

Procedures

Instructor Procedures:	Student Involvement:
<p>1. The counselor will pass out the <i>Respect: Looks Like, Sounds Like, Feels Like</i> Activity Sheet and tell the students that just like the above item was described, we can describe respect. Tell the students that they are going to be writing down what respect looks like, sounds like and feels like.</p> <p>2. Have students voluntarily share what they have written on their activity sheets and discuss, letting students write down or make changes to their sheets. Encourage students to give personal or other examples of what they mean with their answers.</p> <p>3. Ask students how what they have written can be used as a plan to show</p>	<p>1. Students will write down what respect looks like, sounds like and feels like.</p> <p>2. Students will volunteer to share what they have written on their activity sheets, discuss one another's answers as a group and make changes to their sheets. Students should be able give examples of their answers.</p> <p>3. Students should be able to discuss knowing what respect looks, sounds and feels will enable</p>

<p>respect towards others.</p> <p>4. Hand out the <i>Planning to Use Respect</i> Activity Sheet. Read the directions and explain that they will choose one person not listed to show respect towards. Make sure that students know they are to practice their plans. Have the students complete the sheet in class.</p> <p>5. Have students turn in their <i>Respect: Looks Like, Sounds Like, Feels Like</i> Activity Sheet. They may keep their <i>Planning to Use Respect</i> Activity Sheet.</p>	<p>them to develop ways and plan to show others respect.</p> <p>4. Students will complete the activity sheet showing that they have plans/strategies they can develop to show respect to a variety of people in their school community and home environments.</p> <p>5. Students will turn in the first activity sheet and take the second one with them.</p>
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Teacher Follow-Up Activities

The teacher can post the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheets on a bulletin board of respect as a reminder to the students of how they could develop ways to show respect.

Counselor reflection notes (completed after the lesson)

[illegible]

Respect: Looks Like, Sounds Like, Feels Like

What does respect look like?



What does respect sound like?






What does respect feel like?



Planning to Use Respect

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person	 Looks	 Sounds	 Feels
My Parents			
My Teachers			
My Friends			
My Classmates			
My Neighbor			
My (siblings, grandparents...choose someone not listed above)			

Unit # 2 Title: R-E-S-P-E-C-T...Find Out What It Means to Me (and You)

Lesson Title: R-E-S-P-E-C-T: A Basic Skill

Lesson 2 of 3

Grade Level: 7

Length of Lesson: a minimum of 4 50-minute class periods. (Consider implementing this lesson over time so *Operation R-E-S-P-E-C-T* advocacy plan and products are developed to their fullest.)

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.B.07.a.i: Promote acceptance and respect for individual differences.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

- Five (5) or six (6) advertisements for products with high recognition value for seventh graders e.g., multi-media advertising for a new movie, a new videogame or a clothing line. Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1 (see attached).
- Examples of multi-media advertising campaign(s); slogans, “theme songs,” logos (to be gathered by students outside of class).
- Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
- Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
- Resource Person(s) to talk with students about design elements to consider when developing their advocacy plan—Survey parents as potential resources.
- Production Resources (e.g., paper, markers, AND recording equipment – video and audio)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives 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 4. Writing formally (e.g., reports, narratives, essays) and informally (e.g., outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability, and statistics
X Social Studies	7. Use the tools of social science inquiry
Science	
Health/Physical Education	
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines.

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		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.

The assessment “instrument” for this lesson is in the form of a scenario which will be enacted in the classroom by class members. Via this assessment process, students will become involved in a simulation as an advocate for a school-wide commitment to R-E-S-P-E-C-T as a way of life. Social responsibility practiced in school increases the likelihood that social responsibility will be enacted in the community. The Performance Scenario and Guidelines are provided at the end of this lesson.

Lesson Preparation

Essential Questions: What does “Respect – A Basic Skill” mean? How would “Respect” as a basic skill make a difference in our school?

Engagement (Hook): Gather print and non-print examples of advertising campaigns for a familiar product (e.g., brochures and multi-media presentations for the DVD of a box-office hit movie). To the extent possible, override or block out product/event names on the packaging. Play and/or show advertising “mechanisms.”

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. The counselor will introduce the lesson using the “Hook” (above). After showing/playing the first of the advertisements/commercials, explain Activity Sheet 1: its purpose and student tasks. (Be sure products are numbered and that the numerals match the numerals on the data entry form.) After each advertising example, students will record what they believe to be the product name in Column A of Table 1 (Activity Sheet <i>RESPECT by the Numbers</i>). 2. After each of the media examples has been viewed/heard and students have entered their responses in Column A of Table 1, show the actual or a facsimile of the product being promoted by each advertisement. As products are displayed, students write correct product name in Column B of Table 1. In Column C, students will indicate whether or not they responded with the correct product name.) 3. The PSC (or classroom teacher) will facilitate data collection and data entry by providing leadership for the completion of /columns D (current ownership and use) and Column E (potential ownership/use). 4. When data have been entered, students will gather/analyze data to determine the percentage of students who correctly identified the products advertised (Column C); the number who already own or use the product (Column D); and who, if they could, would buy the product after seeing the commercial/ advertisement for the product (Column E). Enter the results in Table 1 (Activity Sheet 1: <i>R-E-S-P-E-C-T: A Basic Skill by the Numbers</i>). 	<ol style="list-style-type: none"> 1. Students will enter what they believe to be the name of the products in Column A of Activity Sheet 1: <i>Respect by the Numbers</i>. 2. When all advertising has been viewed or heard and the product names have been listed in Column A, students will re-view/listen to advertising message for each product, participate in a discussion about the products and their names and enter the correct product names in Column B. They will “self-score” their responses and indicate in Column C whether or not they responded with the correct product name.) 3. Working with the guidance of the counselor or classroom teacher, the data collection and data entry process will be continued. Columns D (current ownership and use) and Column E (potential ownership/use). 4. Students will assist with counting and recording responses in Columns C, D, and E.

<p>5. To accomplish the aggregation of the data, assign students to a 3 or 4 member group to compile individual results into group results. Assuming the class will be divided into at least 6 teams, we suggest that 2 teams work (independently) on compiling the data for one column (C, D, or E). In that way, a system of checks and balances occurs.</p> <p>6. Ask students who compiled data for the separate columns (C, D, or E) to present the results for that column to the rest of the class. Class members who are not presenting, may use Activity Sheet 1 to record the results.</p> <p>7. As results are shared, bring out the following themes and ideas (if members of the groups or class don't mention the themes.)</p> <ul style="list-style-type: none"> • Planned use of media sells products. • The most successful advertising is that which embeds a concept or opinion of the product in other's thinking. • If respect is to be considered a basic skill, we must sell it via a planned media campaign, a-la- "Operation R-E-S-P-E-C-T. • Seventh graders can be a catalyst for communicating "respect" as a way of life within their schools. • We all have a social responsibility to advocate for the respect of all people, especially those who are too young to advocate for themselves <p>8. Review the conceptual essence of the 6th grade lesson: using more than one sensory modality enables us to gather data (information) that might be overlooked if only one sensory mode were used. Solicit and/or remind students that in the sixth grade lesson, they were taking responsibility for communicating their respect and honoring of others.</p>	<p>5. Students will ask questions to clarify their tasks and work with others to compile group data for one Column: C, D, or E.</p> <p>6. Students will participate in the planning and delivery of an informal presentation regarding the results of the survey process.</p> <p>7. Students who are not presenting, will practice team skills by asking questions, making suggestions and being supportive of those presenting.</p> <p>8. Students will volunteer to share their successes and challenges in implementing their sixth grade plans to show respect.</p>
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<p>Distribute copies of the sixth grade Activity Sheet <i>Planning to Use Respect</i> (it would approach ideal if you, or they, have their completed plans from Grade 6). Ask for volunteers to talk about the parts of their plans they have been able to continue beyond the 6th grade lesson.</p> <p>Closure for Steps 1-8 of this lesson: Ask: How does communicating respect for another relate to our purchase of products? How might the use of multi-sensory modalities be used to increase sales? Encourage: looking and listening for ads that incorporate multi-sensory modalities.</p> <p>NOTE: This is a good place to end the first day of the Operation R-E-S-P-E-C-T planning process.</p> <p>9. Getting Ready for Steps 9-13: Ask students tell about their observations about the use of multi-sensory modalities in advertising. If you are met with blank stares, back-up to the Hook for this lesson and relate multi-sensory concept of “Sounds like ..., Looks like ..., Feels like ...” to the advertisements that were used as the “Hook”. (You are seeking examples of advertisers using multi-sensory approaches to influence consumers to buy their products.)</p> <p>10. Write “Auditory Visual ‘Heart Feeling’” as column headers on board.</p> <p>Introduce the Performance Scenario and “Operation R-E-S-P-E-C-T” campaign by asking: “What makes you buy a product?” As they brainstorm, write their words in the column where the words fit best—add additional sensory modes (taste, smell, touch) if needed.</p> <p>11. Ask: How do companies know the best</p>	<p>9. In groups, students will identify the sensory modes that were used in the advertisements presented as the “Hook” for this lesson.</p> <p>10. Students, as a whole group, will identify what influences them when deciding whether or not to buy a product.</p> <p>11. Students will contribute to information</p>
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<p>12. Tell the students that they are going to become advertising executives for an ad firm that has been hired by your school to sell the concept of “R-E-S-P-E-C-T: A Basic Skill and A Way of Life” to the school community. Ask students what “selling a concept” means to them. Remind students that the purpose of the plan for communicating respect to family members was a plan to sell a concept—I respect and honor you, my mother.</p> <p>Distribute the Performance Scenario and rubric. Provide students time to read the scenario and the rubric guidelines. When students have had time to read the scenario and guidelines, open the discussion to questions about the assignment.</p> <p>When individual questions have been answered, assign students to their advertising teams. Guide students in introducing themselves by telling about the skills they each will bring to the work of the team (e.g. art poetry writing, rap singing, organization).</p> <p>13. Assignment: Tell students they are to begin thinking like an ad executive—each student will look for comprehensive product-advertising campaigns and bring examples to the next guidance class meeting. Examples may be from any type (legal) business.</p> <p>Before the next meeting time, students will write a one-two page informal writing</p>	<p>12. Students will contribute to discussion re: selling a concept – what does it mean?</p> <p>Students will read the Performance Scenario and rubric and ask clarifying questions.</p> <p>Students will meet with their advertising teams to get acquainted with each other as members of the same team. Each will complete A self-assessment and asset search –What strengths do I bring to this team as a “knowledgeable worker”? What personal strengths do I possess that will facilitate the use of every team member’s positive energy?</p> <p>13. Students will ask questions to clarify the kinds of examples and the resources that are available for finding examples.</p> <p>Students will ask clarifying questions about the informal writing assignment.</p>
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<p>describing of the large-scale ad campaign, hypothesizing about target audience and how the company’s campaign appeals to that audience. The last paragraph of the student’s writing will demonstrate the transfer of knowledge and understanding gained through observing/analyzing large scale advertising campaigns to the development of the “Operation R-E-S-P-E-C-T campaign.</p> <p>(Note: this is the suggested breaking point between day 2 and day 3 of lesson implementation).</p> <p>14. Steps 14 onward: Demonstrating GLE 2.2 7th grade Advocacy Competence. Students will join with team members to discuss observations from the real world of advertising.</p> <p>15. The Performance Scenario Begins: The teams will begin with a team conversation about each individual’s vision for “Operation R-E-S-P-E-C-T –Making Respect a Basic Skill and a Way of Life in the Middle School. The creativity of the team is encouraged—Each one of the members brings a unique creativity to the team—team members are responsible for helping everyone’s talent and creativity come alive during the planning for the Performance Scenario. When individual visions have been shared , the collaboration and division of labor begin with the team outlining each aspect of the plan and assigning people who will carry out responsibility and the accountable person in each team.</p> <p>16. You-Guide on the Side: Teams will follow the guidelines presented in “Summative Assessment“. The counselor and/or classroom teacher is/are urged to use</p>	<p>14. Each student will contribute to discussion by promoting the linkage between and among the comments/observations of team members</p> <p>15. Students will imagine and explore with other team members ways to make respect for self and others a basic skill and a way of life.</p> <p>A multi-media station (computer/projection equipment/printers) will facilitate the mechanics of writing the plan.</p> <p>16. Team members will develop an Action Plan for the Operation R-E-S-P-E-C-T making respect for others a way of living. In their plans, students will include</p>
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Summative Assessment for PS 2.B Grade 7 Unit 2 Lesson 2)

PERFORMANCE SCENARIO

“Operation R-E-S-P-E-C-T”

Goal: (of scenario): Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

Role: You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team-meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

Supporting Characters: (note: the number and titles of supporting characters will vary depending upon your specific situation). Your co-workers and members of the advertising company's team (7); school board and advisory council representatives (2); School Administrator (1) and any others deemed necessary.

Audience: All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

Situation: Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students' suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students and punish others.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school community.

Product, Performance and Purpose: You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be reviewed and endorsed by all groups holding a vested interest in making R-E-S-P-E-C-T a way of life in the middle school. Examples of strategies and materials will be available for all to review (e.g., poster samples, theme song, motto). The plan will be presented to the Board of Education and the Advisory Council with the goal of making the Operation R-E-S-P-E-C-T plan a part of the district's strategic planning process from year to year.

Reviewer: _____ **Date** _____ **Role** _____

Standards and Criteria for Success:

- 1 = one or two elements present
 2 = two or three elements present
 3 = All elements present; explanations and descriptions are one or two sentences in length and step x step processes/procedures/outcomes are not provided.
 4 = All elements present; explanations and descriptions are thorough and clear; step x step processes/procedures/outcomes are provided
 5 = All elements present; explanations and descriptions are thorough and clear; step x step processes, procedures, outcomes are provided; plan document is organized, specific details easy to find through Table of Contents and an index.

Your proposal/plan will include:	1	2	3	4	5
An introduction and overview of the process and intended outcomes (an executive summary)					
Input from members of the school community as evidenced by: •interviews/surveys which sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). •a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).					
Proposed activities and people involved in each activity are identified, e.g., Activity 1 = Production of eye- and thought-catching R-E-S-P-E-C-T posters People involved = All students will work with a partner to design and produce a poster. Time Line = Begin September 1; Posters displayed: October 1; Budget = Supplies for poster production \$250.00 Accountable Person = Jim and Jane Activity 2 = categories above are repeated for each of the proposed activities.					
Anticipated effects in students' lives and learning: what will students know and be able to do as a result of the activity? Short term/medium term/long term effects related to activities and Operation R-E-S-P-E-C-T					
Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, will be used to assure project success.					
Assessment of results: Measurement of Success					
Overall time line, budget, persons accountable for each phase or task.					
References/Resources used during process of developing proposed plan.					

Reflections: I Learned

It would have been helpful for me if team had

OR

The next time I do a team activity like this, I, _____

I rate the success of the planning process and document as:
High 5 4 3 2 1 Low

RESPECT as a basic skill and a way of life is a worthy goal for a harmonious world; therefore, I will act on my social responsibility via the following actions for social justice:

_____ by ____ / ____ /200__

Signed _____ **Witness** _____

Activity Sheet 1
(Sample tables to accompany 2.2 Grade 7 Unit 2 Lesson 2)
Preliminary Analysis of Data Collected Regarding Media Influence
R-E-S-P-E-C-T: A Basic Skill by the Numbers

Date Data Collected _____ Name of Data Collector _____

Methodology (e.g., Purpose of Data collection? How were data collected? How was sample selected, how and by whom will data be used?)

Table 1: Results

Column A Products		Column B Students Who Correctly Identified the Product		Column C Students Who currently own/use the product.		Column D Students who, if they could, would buy /use the product as a result of advertising.	
What I Think/ What the advertising firm says.		I Got It Right!!!!		I own and/or use th Product.		If I could, I'd buy and/or use the Product!	
<i>In my humble opinion, the product is _____</i>	<i>According to the advertising firm, the product is _____</i>	Yes	No	Yes	No	Yes	No

Table 2: Percentage of students responding “Yes” to query in Columns B, C, D, Table 1

Number of students in attendance when data were collected	Number of non-responders	% of Students Who Correctly Identified the Product	% of Students Who currently own/use the product.	% of Students who, if they could, would buy /use the product as a result of the advertising.	Comments:




What do the data tell you and your team?

What information do you need in addition to the survey data?

Activity Sheet 2
(2.2 Grade 6/7 Unit 2 Lessons 1/2)
Respect: Looks Like, Sounds Like, And Feels Like ...
PLANNING TO USE RESPECT

Note: This Activity Sheet was implemented in 2.2 Grade 6 Unit 2 and will be used in 2.2 Grade 7 Unit 2 to review the use of multi-sensory data to gather information.

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person--Use first names or initials to identify the people about whom you are writing.	 Looks Like ...	 Sounds Like ...	 Feels Like ...
Respect For My Parents	[
Respect For My Teachers			
Respect For My Friends			
Respect for My Classmates			
Respect For My Neighbor			
Respect For My ... (siblings, grandparents ... someone not listed above)			
Respect For Myself			

Self-Assessment: (Please write your thoughtful responses on the back of this worksheet.)**

➤ **As I reviewed my responses—I learned I**

➤ **If I want to show others that I have respect for who they are, I need to do more**
_____ **and do less**

_____.

Unit # 2 Title: R-E-S-P-E-C-T...Find Out What It Means To Me

Lesson Title: A Stranger Among Us

Lesson # 3 of 3

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Advocate respect of individuals and groups.

Grade Level Expectation (GLE):

PS.2.B.08.a.i: Apply strategies that promote acceptance and respect of others within the global 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.

Materials (include activity sheets and/ or supporting resources)

Worksheet – A Stranger Among Us

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze, and compare the institutions, traditions and art 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 perspectives of others
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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

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) 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)

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		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.

The lesson assessment will be in the list of responses generated by the final question: “What might you be missing out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”

Lesson Preparation

Essential Questions: Why is respect for others important? Why is acceptance of differences not always an easy thing?

Engagement (Hook): Instructor walks into the classroom in attire that reflects another race, religion, etc.

A Stranger Among Us

You currently attend a school with students who are all of one race. Today, a student came into your classroom who was of a different race. They looked different, they talked different, and they wore different clothing. The teacher asked them to sit at your table.

1. What is your initial reaction?

2. What might that student be feeling?

3. How can you show the student that you respect him/her?

4. Which interpersonal skills will become important in this situation?

5. What can you say to those who don't show accepting behaviors?

Final question:

Unit #3 Title: Conflict Resolution –I am part of the Solution! **Grade Level:** 6-8

Number of lessons in unit: 4

Time required for each lesson: 30- 50 Minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: My Problem...Your Problem...Our Problem

Materials/Special Preparations Required:

Wrapped food item

How Am I Responsible? Activity Sheet for overhead

Overhead

7th Grade Lesson # 2: “Re—Solutioning”: Practice Brings Out Our Best

Materials/Special Preparations Required:

How Am I Responsible?-Activity Sheet

3x5 Index cards in three colors

Scrap paper

Video equipment (DVD/VCR) and TV

Group Assessment Process

Video equipment if you plan to expand your project to making a film

8th Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

Note cards cut in ½ with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)

Wrapped candy

Blank paper which students will fold into thirds

Worksheet with a picture of a shield—must locate on your own

Crayons / Colored Pencils

8th Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

Worksheet – Put Yourself in Check

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation(s):

PS.2C.06.a.i: Apply problem-solving and conflict-resolution skills to new challenges.

PS.2.C.07.a.i: Practice problem-solving and conflict-resolution skills.

PS.2.C.08.a.i: Exhibit an awareness of personal responsibility in conflict situations.

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.

Show Me Standards: Performance Goals (check one or more that apply)

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 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 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	1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

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.

Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Brief Summary of Unit:

Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.

Unit Goals:

Students will identify and utilize effective conflict-resolution skills in both role-play situations and real life.

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

Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. Students will also need to know what the definition of conflict is.

Unit # 3 Title: Conflict Resolution –I am part of the Solution!

Lesson Title: My Problem...Your Problem...Our Problem **Lesson 1 of 4**

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.C.06.a.i: Apply problem-solving and conflict-resolution skills to new challenges.

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)

Wrapped food item
How Am I Responsible? Activity Sheet for overhead
 Overhead

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Fine Arts	
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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		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. Students will participate in question and answer discussion and in completing the *How Am I Responsible?* Activity Sheet.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to accept personal responsibility in our relationships with others?

Engagement (Hook): Put students in groups of 3 or 4 and give each group one wrapped food item (granola bar, fruit snacks, fruit roll ups, etc.). Tell the students to figure out who gets the food. Students should figure out that each one can have some food. Give students a chance to work on the problem and then discuss what strategies were used in the groups.

Procedures

Instructor Procedures:	Student Involvement:
<p>1. Tell the students you want them to help you list any new challenges they have faced this year as a sixth grader. Write the items students come up with on the board. If students have difficulty in listing items give them some ideas or examples of challenges you are aware they may be facing.</p> <p>2. Circle the items on their list that deal with other people and their relationships with them. Review feelings, compromising, problem-solving and conflict-resolution skills. Ask the students how those items have anything to do with the relationship challenges listed on the board. Make sure to highlight to students that with true personal responsibility, when conflict exists in a relationship, each person bears a part of the problem.</p>	<p>1. Students will volunteer to share challenges they have faced this year as a sixth grader. They may list things like: having a locker, moving from class to class, carrying a lunch card, having an increase in homework, taking notes, going to school dances, making new friends, fighting with old friends, being bullied, etc.</p> <p>2. Students should be able to see that relationships with others are a challenge and that new challenges have arisen this year. Students should be able to discuss in-depth feelings, compromise, problem-solving and conflict-resolution. They should be able to see that each person in a challenging situation has feelings and that those feelings may differ, that compromise is a positive step to working out</p>

<p>3. Place the <i>How Am I Responsible</i> activity sheet on the overhead. Read the situation and lead the discussion on the questions.</p> <p>4. Complete the lesson by asking students to come up with relationship situations that may have arisen this school year and discuss with students the same way as with the situations on the activity sheet.</p> <p>5. Students will be encouraged to apply and practice the skills discussed today.</p>	<p>challenging situations, and that problem-solving and conflict-resolution skills are necessary to resolve conflict between people.</p> <p>3. Students will be discussing the answers to the questions on the activity. Students should be able to see the importance of problem-solving and conflict-resolution skills in facing new challenges in relationships.</p> <p>4. Students should be able to present real-life situations and discuss the situations using the same format as the activity sheet.</p> <p>5. Students should apply and practice the skills discussed today.</p>
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Teacher Follow-Up Activities

Students should be encouraged by the teacher to use problem-solving and conflict-resolution skills when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

How Am I Responsible?

(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel? _____

How do you think your parents feel? _____

How can you show your parents you are willing to accept personal responsibility?

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? _____

How do you think your friend feels? _____

How can you show your friend you are willing to accept personal responsibility? _____

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

3. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? _____

How do you think your friend feels? _____

How can you show your friend your willing to accept personal responsibility? _____

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

Unit # 3 Title: Conflict Resolution –I am part of the Solution!

Lesson Title: “Re—Solutioning”: Practice Brings Out Our Best

Lesson# 2 of 4

Grade Level: 7

Length of Lesson: 2-50 minute sessions

Note: This lesson is designed for expansion in two possible ways. The first possible expansion includes making a film to use with younger children. The second possible expansion stops short of actually making the film, however, shares the work of the 7th grade students with younger students providing the opportunity for a quasi-service learning experience for the older students and connections with the future and education for the younger students.

Missouri Comprehensive Guidance Standard:

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.C.07.a.i: Practice problem-solving and conflict-resolution skills

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)

How Am I Responsible?-Activity Sheet

3x5 Index cards in three colors

Scrap paper

Video equipment (DVD/VCR) and TV

Group Assessment Process

Video equipment if you plan to expand your project to making a film

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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 4. Writing formally and informally, participating in formal and informal presentations and discussions of issues and ideas 5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		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. Students will write scripts for scenarios to be “re-solutioned”. One re-solution scenario will be role played for whole class.

Lesson Preparation

Essential Questions: What is “*personal responsibility*”? In a relationship, whose responsibility is “*personal responsibility*”? Is taking “*personal responsibility*” a gateway to becoming a victim or a scapegoat?

Engagement (Hook): Without saying anything, begin lesson by playing a 1-2 minute segment of a video/dvd involving people (any video will do -- the process of re-winding and editing is the focus); freeze/pause the action; rewind with the picture showing and pause/freeze the beginning of the scenario.

Procedures

Instructor Procedures:	Student Involvement:
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<p>1. Ask for volunteers to describe what they observed happening and to project what will happen next (focus on the PROCESS of playing, stopping, re-winding, starting over). Guide students in discovering:</p> <ul style="list-style-type: none"> • Actors have a script to follow. • In filmmaking, the process of editing and/or re-doing a conflict scenario makes the final result “perfect.” • In stage productions, rehearsals are held for weeks before the production opens. • In real-life-action, we don’t have the luxury of a script and editing in conflict situations—OR DO WE? <p>2. Review with students their past learning in regard to conflict resolution, e.g.,</p> <ul style="list-style-type: none"> • STAR: Stop—Think—Act—Renew • Steps in the conflict resolution process. • Personal responsibility and problem ownership <p>3. Emphasize that we DO have the opportunity to stop our action in order to bring out the best – within ourselves and within the conflict.</p> <ul style="list-style-type: none"> • Humans are capable of stopping action and starting over—however, • Each person in a challenging situation has feelings and thoughts that may differ from the other’s thoughts and feelings about the same situation. (See 6th grade 2.3 lesson) • Problem-solving and conflict-resolution skills are necessary to resolve conflict between people. • Compromise is a positive step toward working out challenging situations—however, • Courage is required when the conflict or problem is between human beings! • Practice will help us be better prepared to say, “Wait a minute! I didn’t like the way I said that ...I’d like to start over.” • In time, and with practice, putting ourselves “in check” will become more 	<p>1. Several (4 or 5) students will volunteer to tell about their observation of the play, freeze, re-wind, freeze process. Compare the ability of the VCR to stop when there is a problem with our typical ways of reacting to the challenge of real-life. Contribute by considering the ways people solve conflict on television. {A sidebar: Why do the producers of movies, TV shows, and video games depict violence as a way to solve problems with another person?}</p> <p>2. Students will build on each other’s contributions by asking questions or providing more information about prior learning and solving conflicts peaceably, respectfully and productively.</p> <p>3. Students will discuss the role of feelings, compromise, and problem solving in the conflict-resolution process.</p> <p>Identify a time you used courage to face-up to a conflict.</p>
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<p>natural in our real-life action scenarios.</p> <ul style="list-style-type: none"> • R-E-S-P-E-C-T is at the heart of the motivation to bring out the best—within us and within the re-solution of the conflict. <p>4. Reminder and Review of 6th grade lesson: Students will need the sixth grade 2.3 Activity Sheet—<i>How am I Responsible?</i> (If students monitor year-to-year growth by keeping completed Activity Sheets in a “portfolio”—ask them [before the lesson] to have their portfolios available for this lesson. If they do not have portfolios [and as a back-up for those who forget or can’t find portfolios], copy the 6th grade 2.3 Activity Sheet—“<i>How am I Responsible?</i>” [attached]).</p> <p>Emphasize empathy and re-storying as critical aspects of personal responsibility in the problem-solving process.</p> <p>5. Ask 3-4 students to (voluntarily) share relationship situations they have experienced since completing the activity sheet in 6th grade and the ways the process helped to “re-solution” the conflict.</p> <p>6. Peer, Parents, and Teachers: Re-solutioning conflict in relationships with Peers, Parents, and Teachers.</p> <ul style="list-style-type: none"> • Assign students to teams of two. Give each team three (3) index cards—one each of three different colors (e.g., yellow, green, blue), • Students will develop three brief real-life conflict scenarios in which the solution applied is hurtful to all. The first scenario will be a real-life peer conflict, the second, a real-life conflict with a parent (or parents) and the third, a real-life conflict with a teacher. • Write the completed scenarios on the cards: Peer conflicts--yellow cards; Parent(s) conflict--green cards 	<p>4. Remind students to bring their completed 6th grade GLE 2.3 Activity Sheet <i>How am I responsible?</i></p> <p>5. Students will review and refresh their thinking about resolving conflicts and will volunteer to share a personal situation in which using the problem solving procedure resulted in a stronger relationship.</p> <p>6. Students will actively participate in work of team via such activity as:</p> <ul style="list-style-type: none"> • Contributing real-life conflict scenario(s) with peers, a parent, or a teacher. • Volunteering to write scenarios on cards.
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<p>Teacher conflict--blue cards. (Note: colors are suggestions rather than mandates.)</p> <ul style="list-style-type: none"> Scenarios will be put in stacks by color, shuffled (by color), and one of each color (3 cards total) will be given to each team. <p>7. Becoming filmmakers: Join two teams together (new teams of four). From the six scenarios the new teams will have, the team will select the “best” scenario for each color (Peer, Parent, Teacher).</p> <ul style="list-style-type: none"> Cut six slips of paper; write “Parent” on two, “Peer” on two, and “Teacher” on two. Each team will draw one slip of paper from “hat”—this will identify which of the relationships each team will use as the basis for its film. <ul style="list-style-type: none"> In final analysis, enacted + re-enacted scenarios will total 11.5 minutes or less. “It’s a wrap!” will include: two scripts – one for the scenario with a non-productive and hurtful solution and the second, for the re-enacted scenario with a respectful and productive solution. The final scripts will include characters, setting, props, dialogue, and description of actions—everything that will be needed for production of the scenarios. The following steps will be followed: <ul style="list-style-type: none"> All team members read and write “first thoughts” about story line, the characters and conflict resolution. <p>**This is a good place to end the lesson for this day to be continued on another day.</p> <p>Ask each student to think about his or her team’s scenario and to write “first thoughts” before the next class.</p> <p>DAY TWO:</p> <p>8. Review Day One and “homework” task: Writing “First Thoughts (above).</p>	<p>7. Students will work with other team members to make decisions about what to include in scenarios</p> <p>8. Students will have their “First Thoughts” written and ready to discuss with team members.</p>
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<ul style="list-style-type: none"> • “First Thoughts” will be shared with Team and, as appropriate, incorporated into the team discussion and decision-making about the development of each scenario. The application of re-solutioning skills learned in prior lessons will be a part of this discussion. • Scenario dialogues will be developed with all team members contributing. • Cast of characters and descriptions will be developed; characters will be cast in roles. • Read-through(s)—Once scripts are developed and the cast of characters known, scenarios will be read through by characters to get the feel of the flow and to modify scripts as needed. After each read, team members will talk about scenario and problem solving processes depicted in scenario. • Blocking of action and character movement. After several oral read-throughs and additional modifications made to scripts, action will be blocked. During this “step” movement of the characters in each scenario is determined. • Rehearsals will provide additional opportunity for modifications to occur. <p><i>Please note: time availability will determine how much of the above will be implemented and whether or not the filming will actually take place. The strategies leading to the filming can be used to develop an understanding the relationship between “practicing” and the “re-solutioning” of a conflict/problem-solving situation. Practice in a safe environment makes it easier to re-solution conflict situations as they arise in real life.</i></p> <p>9. Becoming “re-solutioners” in the process of filmmaking: It is inevitable that conflicts and problems to be solved will emerge during the process of students working as a team. Establish the process of “meta-processing” as a</p>	<p>Students will work collaboratively, cooperatively and cheerfully with other Team Members to develop scenarios for production.</p> <p>9. Students will demonstrate courage by taking the risk to initiate and/or participate in meta- processing with the mind of a researcher—open curiosity.</p>
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<p>required part of any team meeting. Learning to view “meta processing” as an expected part of the team’s agenda--first item as well as last—will help students develop skills to work positively with conflict when it occurs. Positive and productive problem solving fosters relationships that promote self-respect and respect for others AND greater team productivity (see Group Assessment Process [attached]).</p> <p>10. Filmmaking? Maybe Yes; Maybe No. If you must end this lesson before the scenarios can be filmed, gain closure by having students “act out” scenarios in your classroom as well as in the classrooms of early learners. Use the checklist provided as a means for self-assessment, peer assessment and educator assessment.</p>	<p>10. Students will participate in assessment event as enactors or observers.</p>
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Teacher Follow-Up Activities

The opportunities for collaboration with the classroom teacher are endless. For example, if you (the Professional School Counselor) have provided the classroom teachers with an overview of curriculum framework and this lesson, the teacher will be able to use the concepts and skills developed during the Guidance Lesson(s) when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

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How Am I Responsible? (Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel?_____

How do you think your parents feel?_____

How can you show your parents you are willing to accept personal responsibility?

What could you have done differently?_____

How could problem-solving or conflict-resolution skills have helped in this situation?

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? _____

How do you think your friend feels? _____

How can you show your friend your willing to accept personal responsibility? _____

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

3. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? _____

How do you think your friend feels? _____

How can you show your friend your willing to accept personal responsibility? _____

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

HOW DID WE DO – AS A TEAM?

Group Assessment of Process

This group assessment is intended to provide team members with a method to objectively monitor productivity of team. The “Think-Pair-Share” process will be used. Think about questions individually. Talk about responses with a partner. Share responses with the whole group.

Goals for this Work Session (to be specified at the beginning of a work session):

Goals were accomplished	Yes	No	Partially
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Explanation:

Examples of accomplishments:

Level of Participation:

I felt listened to:

My contributions:

I listened to others:

Other team members listened to all other team members:

What I liked/appreciated about our team work:

What I would change if I were doing this over:

In order to make change, I need:

It would help me to be more productive if:

Unit # 3 Title: Conflict Resolution....I Am Part of the Solution

Lesson Title: My Conflict Shield

Lesson 3 of 4

Grade Level: 8

Length of Lesson: 30-45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.C.08.a.i: Exhibit an awareness of personal responsibility in conflict situations.

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)

Note cards cut in ½ with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)

Wrapped candy

Blank paper which students will fold into thirds

Worksheet with a picture of a shield—must locate on your own

Crayons / Colored Pencils

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 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 4. Evaluate the processes used in recognizing and solving problems

X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace
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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) 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)

	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	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.

Class discussion and worksheet will provide assessment.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to have self-awareness during conflict?

Engagement (Hook): As the students walk into class, hand them a ½ of a note card with a famous person/character's name on it and a piece of candy. Tell them to not talk about the card and do not eat the candy.

Procedures

Instructor Procedures: 1. Pair students using "Famous Couples with Conflict Cards".	Student Involvement: 1. Students will find their "mate" and sit together.
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<p>2. Ask pairs to create one list of skills that they use when in conflict. Ask pairs to create another list of skills that they have seen used successfully, but they have not used themselves. Ask students to create a third list of skills that they wish they could develop. Each list must have at least 5 items.</p> <p>3. Ask pairs to share their lists with the class. Instructor will make a comprehensive list on the board for later use.</p> <p>4. Keep the students in pairs and pass out the shield worksheet. Ask students to draw lines that break the shield into 12 large parts. Ask the students to title the shield across the top of the paper (not on the shield) "My Conflict Shield".</p> <p>5. Ask students to review their lists from earlier or use the list on the board to complete the shield with 12 skills that they believe to be the most useful in conflict resolution.</p> <p>6. Ask students to then color the sections of the shield that list the skills in which they are "excellent" in using. Emphasize to them the importance of being honest with themselves and that this is an exercise in self-awareness and improvement. Remind them that no one is perfect at conflict resolution and we all can continue to develop our skills. Have them discuss their decisions with their partner and decide how they can become better at the skills that are left white.</p> <p>7. The students that displayed effort during the exercise will be allowed to consume the candy.</p> <p>8. Ask the teacher if the shields can be laminated/protected and displayed inside or outside of the classroom for review.</p>	<p>2. Students will work together to create the lists that are described.</p> <p>3. Students will share their lists and compare with others.</p> <p>4. Students will design and title the shield worksheet.</p> <p>5. Students will decide which 12 skills are the most useful in conflict resolution. There will be skills that they believe should be on the shield but do not have room for. They must decide the 12 <u>most</u> important and list only 12.</p> <p>6. Students will color the shield accordingly with the goal of being honest with themselves and looking to ways to improve.</p> <p>7. Students that receive approval from the teacher may eat their candy to celebrate self-awareness and the creation of plan to grow personally.</p>
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Teacher Follow-Up Activities

Teacher will be able to use and refer to the student-identified skills on the shields in a variety of lessons.

Counselor reflection notes (completed after the lesson)

Unit # 3 Title: Conflict Resolution....I Am Part of the Solution

Lesson Title: Put Yourself in Check

Lesson 4 of 4

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.C.08.a.i: Exhibit awareness of personal responsibility in conflict situations.

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)

Worksheet – Put Yourself in Check

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		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.

Final performances and discussion during the role-play situation will assess whether the skills have been learned or not.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to have self-awareness during conflict?

Engagement (Hook): “I need 2 volunteers.” After I have them, I ask them to spontaneously role-play a common conflict among 8th grade students.

Procedures

Instructor Procedures:	Student Involvement:
1. Ask students to think of a recent situation where they were involved in a conflict. It can be with a boyfriend/girlfriend, family member, someone at school, teacher/principal, someone in the neighborhood, etc.	1. Students will remember a recent conflict. They need to focus on the cause/purpose, the initial events, the escalation point, the intervention (if any), the final event, and the resolution.
2. Pass out the put Yourself In Check worksheet. Ask the students to write a brief description of the recent conflict using the focus points in the student involvement section.	2. Students will write a brief description of the conflict using the focus points above.
3. Have the students list the feelings and reactions that they experienced during the conflict (examples include sweating, anger, making a fist, heart pounding, walking away, frustration, hurt, disappointment, etc.). Ask the students to determine whether the action was appropriate/responsible or inappropriate/irresponsible for that particular situation.	3. Students recall feelings and reactions that they experienced during this conflict. They list these feelings and then determine if the feeling or reaction was appropriate/responsible or inappropriate/irresponsible for that particular situation.
4. Have students turn to a neighbor and discuss the situation, their reactions and their responses to their reactions. Each student should provide input to the other.	4. Students will share their situation and reactions with a neighbor and using active listening skills, the neighbor will respond to the reactions.
5. Select students to share their situation and reactions with the class. For any reactions that may have been inappropriate, discuss what the appropriate and responsible action would have been and how the situation may have been different.	5. Participate in discussion by realizing and expressing different reactions that might have lead to a different result. Students must begin to realize how personal responsibility in conflict can change the outcome and is a valuable tool in the growing-up process.
6. Ask for student volunteers to role-play another typical conflict but this time to use interpersonal skills and personal responsibility to resolve the issue.	6. Student volunteers will practice skills learned in class in front of peers.
7. Discuss the differences between the conflicts at the beginning of the class and those at the end of the class.	7. Students will become aware of the benefits of accepting responsibility and using interpersonal skills in resolving conflict.

Teacher Follow-Up Activities

Teacher will be able to use and refer to the skills learned during today's lesson during future conflicts in the classroom.

Counselor reflection notes (completed after the lesson)

Put Yourself In Check

Think of a recent situation where you were involved in a conflict. It can be with a boyfriend/girlfriend, friend, family member, someone at school, or a teacher/principal. Write a brief description of the conflict.

The cause/purpose:

The initial events:

The escalation point:

The intervention (if any):

The final event:

The resolution (if any):

List all of your feelings and reactions and check the appropriate column:

	Responsible/ Appropriate	Irresponsible/ Inappropriate
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

For any actions marked irresponsible/inappropriate, what could you have done differently to show personal responsibility and mature conflict-resolution skills?

Unit # 1 Title: Decisions, Decisions, Decisions!

Grade Level: 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 Minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

List of problem-solving steps.

List of decision-making steps.

Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.

Chalkboard and chalk

7th Grade Lesson # 2: Give In or Not to Give In—That Is the Question!

Materials/Special Preparations Required:

Peer Pressure Role-Play Situations Student Handout

8th Grade Lesson # 3: If It's Up to Be, It Is Up to Me

Materials/Special Preparations Required:

Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".

Blank paper (quartered) to use for students to write problems.

3-ring Binder with display panel

Chalkboard or Whiteboard

Notebook paper.

1 sheet bright paper for binder cover

Missouri Comprehensive Guidance Standard:

PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectation(s):

PS.3.A.06.a.i: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.

PS.3.A.07.a.i: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

PS.3.A.08.a.i: Recognize peer influence on risk-taking behaviors and consequences.

American School Counselor Association National Standard (ASCA):

Personal/Social development

C: Students will understand safety and survival skills.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) 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 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 perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	5. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

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.

The instructor will review reflection pieces and observe students' oral responses with regard to decision-making, problem-solving and refusal skills. The counselor will provide small group follow-up for those students who will benefit from extra attention.

Brief Summary of Unit:

Students will review problem-solving skills learned from elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions.

Unit Goals:

Students will utilize effective problem-solving, decision-making, and refusal skills to make safe/healthy choice in social situations.

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

Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.

Unit # 1 Title: Decisions, Decisions, Decisions!

Lesson Title: Opportunity Knocks, But It Costs, Too!

Lesson 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.A.06.a.i: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

List of problem-solving steps.

List of decision-making steps.

Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.

Chalkboard and chalk

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) 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 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 perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems

	5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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:

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		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.

Students will be provided with a situation for which a decision is to be made. Students will write a reflection piece, outlining each of the decision-making steps they have used and what decision they have decided upon, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution. The counselor will review these reflections for understanding and provide small group follow-up for those students who will benefit from extra attention.

Lesson Preparation

Essential Questions: How does one become an effective decision-maker/problem-solver in social situations?

Engagement (Hook): The facilitator asks students “How many of you have made a decision today? Students will be asked to share some of the decisions they have made today. The

instructor will acknowledge that making decisions is a part of everyday life and that many decisions are made with very little thought, such as what to eat or what to wear. Students will be asked if the decisions they make ever have a cost to them.

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. The instructor poses the above questions with the above acknowledgement. 2. The instructor indicates that there are many times when we are faced with tough problems that require more consideration and more effective decision-making. Sometimes decisions we make have a cost to them. The instructor asks students if they can think of situations where the decisions students make might have a cost to them (i.e., to visit my friends before school or look over my notes for a social studies test first hour). Ask students what the possible cost might be with each potential decision. 3. The instructor explains that the purpose in making decisions is to deal with a problem. The instructor will have students review the problem-solving steps they have learned in the elementary grades (See attachment). 4. The instructor explains that there is a simple process for making better decisions. The instructor writes the following decision-making steps on the board (See attachment). 5. The instructor will discuss each step in detail, using the above situation: to visit my friends before school or look over my notes for a social studies test first hour. Students will be reminded students that they need to think about their interests and feelings, as well as the feelings and interests of others. Students will also be reminded that brainstorming and asking 	<ol style="list-style-type: none"> 1. Students respond accordingly with a show of hands if they have made any decisions that day, and then share decisions they have made that day. 2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them. 3. Students will review the steps of problem solving with the instructor. 4. Students will listen intently. 5. Students will participate in class discussion, applying the decision-making steps to the scenario provided, and addressing the reminders.

others for advice is helpful to get a good list of alternatives. The instructor will also emphasize that the ability to project possible outcomes is a key to taking risks. Students will need to know their own risk-taking limits, particularly where a friendship or relationship may be endangered.

6. The instructor will write the following scenario on the board: **You are invited to a movie with your best friend. Two days later, a person with whom you have wanted to have a friendship asks you to go to a party with him or her on the same night. You need to make a decision about what you are going to do.**

Students will be asked to write a reflective piece on how they would utilize the decision-making steps to resolve the situation to their satisfaction, listing possible alternatives as well as the potential costs to them based on the decision they make.

6. Students will write a reflection piece on how they would utilize the decision-making steps to resolve the provided situation to their satisfaction, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution, listing potential costs to them based on the decision they make.

Teacher Follow-Up Activities

Students will be asked to share their narratives out loud, if they like. The instructor will observe that not all students will decide upon the same solution and that is okay.

Counselor reflection notes (completed after the lesson)

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STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



STEPS TO EFFECTIVE DECISION-MAKING

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

Unit # 1 Title: Decisions, Decisions, Decisions!

Lesson Title: To Give In or Not to Give In—That Is the Question! **Lesson** 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.A.07.a.i: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Steps to Effective Problem-Solving
 Steps to Effective Decision-Making
 Peer Pressure Role-Play Situations Student Handout

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) 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 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 perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	1. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		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.

The lesson will be assessed by counselor observation of students' participation in class role-playing activities. Students having difficulty will be provided small group follow-up and/or assertiveness training. The counselor will also review reflection pieces for understanding and provide follow-up for those students who may need it.

Lesson Preparation

Essential Questions: How does one become an effective decision-maker/problem-solver in social situations?

Engagement (Hook): The facilitator poses the question, "Why is it so hard for adults and children alike to say NO."

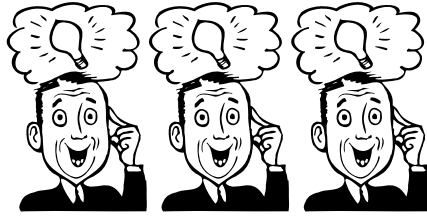
Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. The instructor poses the above question which leads to a provocative discussion. If necessary, the instructor can “prime the pump” by asking, “If I say no to you, will you still like me?” Possible responses include the need to be loved and accepted, or the desire to avoid conflict or rejection. 2. The instructor will then ask students when it might be very important to be able to say no or when one might want to say no, but not feel comfortable saying no. This discussion should lead into a discussion about peer pressure. 3. The instructor will advise students that the easiest way to feel comfortable saying no is to practice saying no in a variety of situations. Therefore, students are going to role-play situations in which people typically want to say “no,” but may find it hard to because of peer pressure. 4. Students will be divided into pairs or small groups. Each group will be given the “Peer Pressure Role-Play Situation” student handout. Students are also given the opportunity to create their own role-play situation. 5. The instructor will lead the discussion by asking students the following questions: a) How does it feel to be told “no?” b) What do you think of the person pressuring you? c) What do you believe he or she thinks about you? d) What do you think of the person who said “no?” Students will be encouraged to practice role-play situations at home with family or friends for further practice. 6. Students will be asked to write a reflection piece on their experience with the role-play. 	<ol style="list-style-type: none"> 1. Students respond to the above question. 2. Students will respond to the question and engage in the discussion. 3. Students listen intently. 4. Students will role-play the situations, either from the “Peer Pressure Role-Play Situation” student handout or their own creation. Students will then reverse roles until each student has had the opportunity to practice saying “No.” 5. Students participate in the discussion and role playing. 6. Students will write a reflection piece on their experience with the role-play.

Teacher Follow-Up Activities

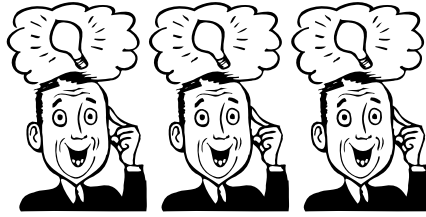
Students will be asked to share their narratives, if they like. The instructor will make the observation that not all students will have the same solution.

Counselor reflection notes (completed after the lesson)



STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



STEPS TO EFFECTIVE DECISION-MAKING

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

PEER PRESSURE ROLE-PLAY SITUATIONS

Roles: Student & Teacher

Situation: The student asks to use the bathroom.

Roles: Student & Teacher

Situation: The student wants to be excused from homework because the family is going on vacation.

Roles: Two Students

Situation: One student wants the other's answers to last night's homework assignment. The students are friends, though, so the refusal must be done so that they can remain friends.

Roles: Two Students

Situation: One student is at his or her best friend's house after school. The parents are still at work. The friend goes to the refrigerator, takes out a beer, and opens it. The friend offers the student some of the beer.

Roles: Parent & Child

Situation: The parent wants the child to go on an errand, but the child doesn't want to. The reason for refusing may be that the child is legitimately busy or simply that he or she doesn't want to go.

Roles: Parent & Child

Situation: Parent & Child

Situation: The child wants to spend the night at a friend's house, but the parent refuses.

Roles: Two Students

Situation: One student is loaded down with work. His or her best friend asks the student to help him or her shop for clothes.

Roles: Parent & Child

Situation: The parent asks the child to help by staying home and babysitting for a younger sibling. The child wants to go out with friends, though, and he doesn't want to babysit.

Roles: Two Students

Situation: Two students are walking home from school when one of the students offers the other a cigarette.

Unit # 1 Title: Decisions, Decisions, Decisions!

Lesson Title: If It's to Be, It's Up to Me!

Lesson 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.A.08.a.i: Recognize peer influence on risk-taking behaviors and consequences.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Steps to Effective Problem Solving

Steps to Effective Decision Making

Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".

Blank paper (quartered) to use for students to write problems.

3-ring Binder with display panel

Chalkboard or Whiteboard

Notebook paper.

1 sheet bright paper for binder cover

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 perspectives of others.
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		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.

The lesson will be assessed by counselor observation of students' oral responses with regard to decision-making, problem-solving and refusal skills.

Lesson Preparation

Essential Questions: How does one become an effective decision-maker/problem-solver in social situations?

Engagement (Hook): The facilitator poses the following three brief scenarios and after each one asks the group, "What would you do?"

- A. Your friend has been drinking at a party. She wants to drive you home. What will you do?
- B. You visit one of your friends at her home. She offers you some beer from the refrigerator. You are not sure you want to drink alcohol. What will you do?
- C. They are passing a joint around at a party. Everyone has tried it. You are supposed to be last one to try it. You do not want to smoke marijuana. What will you do?

Procedures

Instructor Procedures:	Student Involvement:
1. The instructor poses the above questions and then asks the students to write down a problem that might be encountered by students their age. The instructor will provide students with blank quartered copy paper for this task and a decorated “Pandora’s Problem Box”.	1. Each student will think of possible problems their peers may encounter in social situations, write the problem down on paper, and place in “Pandora’s Problem Box”.
2. The instructor reviews problem-solving steps and decision-making steps with students (See attachments).	2. Students will participate in a review of the problem solving steps and decision-making steps.
3. The instructor passes “Pandora’s Problem Box” around the room and asks students to draw a problem out of the box and read the problem aloud to the class. The instructor will write the problem on the board.	3. Students draw a problem from the box and share it with the class.
4. Then the instructor will ask students to brainstorm possible solutions to the problem. All solutions will be written on the board under the problem. One problem is dealt with at a time.	4. Students brainstorm and engage in problem-solving as they share possible solutions.
5. The instructor asks students, “What would you do? What do you think is the most helpful solution?” Students are asked to vote on the best solution.	5. Students will offer input as to what they believe is the most helpful or effective solution by voting on their perceived “best” solution.
6. The instructor places an asterisk by the class’s choice as the most effective solution. A volunteer is asked to write down the problem along with the class choice of most effective solution. These are placed in a 3-ring binder. Other	6. A student volunteer writes down the problem and the most effective solution for inclusion in the 3-ring binder. Other student volunteers design a display panel for the “Solution Book.”

volunteers are sought to design the display panel of the 3-ring binder (Solution Book).	
7. Repeat steps 3-5 for each problem pulled out of “Pandora’s Problem Box” as time allows.	

Teacher Follow-Up Activities

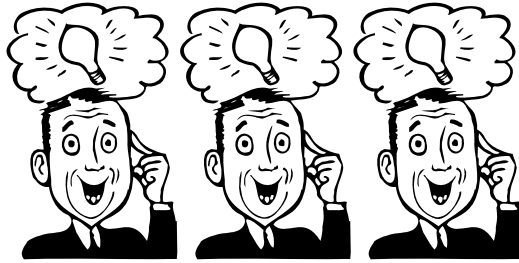
As a follow-up, teachers will be provided the following two scenarios that can be used on each of the next two days to encourage continued problem-solving, decision-making and refusal skills development:

1. **A popular group of students are harassing a particular student every day after school. You don’t think it’s fair. What can you do to help?**
2. **Your friend’s father is drunk a lot. He usually hits him when he has been drinking. How can you help your friend?**

Once a month, a new problem can be pulled from “Pandora’s Problem Box” to review the skills taught in this lesson.

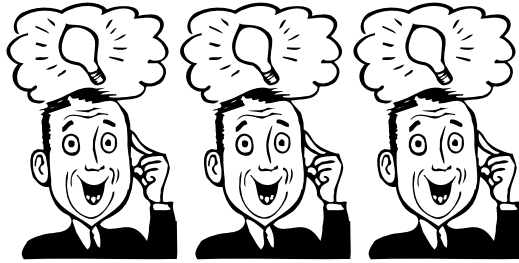
Counselor reflection notes (completed after the lesson)

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STEPS TO EFFECTIVE PROBLEM SOLVING

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



STEPS TO EFFECTIVE DECISION-MAKING

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

Unit # 2 Title:	Risky Business	Grade Level:	6, 7 and 8
Number of Lessons in Unit:	3		
Time Required for each lesson:	50 min		
Best time of year to implement this Unit:	Any time.		
Lesson Titles:			
6 th Grade Lesson # 1:	Caution: Thin Ice!		
	Materials/Special Preparations Required		
	Story "Thin Ice"		
	List of Risky behaviors		
	RISKO Template		
	Buttons, M & M's or other "Bingo" markers		
7 th Grade Lesson # 2:	Putting on Armor		
	Materials/Special Preparations Required		
	Stories: "EMS Code Blue!" and "My Friend Shelbi"		
8 th Grade Lesson # 3	Ready to Remain Safe		
	Materials/Special Preparations Required		
	Personal Safety Plan Template		
	Story: "Where Are My Friends Now?"		
	List of risky behaviors		
Missouri Comprehensive Guidance Standard:			
PS.3:	Applying Personal Safety Skills and Coping Strategies		
Grade Level Expectation(s):			
PS.3.B.06.a.i:	Identify behaviors that compromise personal safety of self and others.		
PS.3.B.07.a.i:	Develop strategies to maintain personal safety.		
PS.3.B.08.a.i:	Apply strategies related to personal safety.		
American School Counselor Association National Standard (ASCA):			
Personal/Social Development			
C:	Students will understand safety and survival skills.		

Show Me Standards: Performance Goals (check one or more that apply)

	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 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 perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements. 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. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the costs, benefits and other consequences of proposed solutions.,
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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 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	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

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.

Student comprehension will be assessed by counselor observation of oral and written responses given during discussion and written reflections/narratives. Final evaluation will be completed through the assessment of students' Personal Safety Plans.

Brief Summary of Unit:

Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISK. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

Unit Goals:

1. Review problem-solving and decision-making skills.
2. Become fluent in these skills.
3. Develop a Personal Safety Plan.

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

1. Steps to Problem Solving
2. Steps to Decision-Making

Unit # 2 Title: Risky Business!

Lesson Title: Caution: Thin ice!

Lesson # 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.B.06.a.i: Identify behaviors that compromise personal safety of self and others.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Story: Thin Ice!

Chalkboard/Whiteboard

RISKO Templates

Buttons, M & M's, Cheerios or other "Bingo" markers

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
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 1. Identify problems and define their scope and elements
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:

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

Enduring Life Skill(s)

X	Perseverance	X	Integrity		Problem Solving
	Courage		Compassion		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.

Student comprehension will be assessed by counselor observation of oral and written responses given during discussion and through the playing of RSKO. Additional evaluation will be done through the assessment of written narratives.

Lesson Preparation

Essential Questions: What are unsafe behaviors and how can they effect your life?

Engagement (Hook): The facilitator reads the story “Thin Ice!”

Procedures

Instructor Procedures:	Student Involvement:
1. The instructor reads the story “Thin Ice” and prompts for student feelings and input about the story and how the main idea of the story might relate to other unsafe practices.	1. Students listen to story and respond with comments or questions.
2. The instructor facilitates brainstorming of a list of unsafe behaviors, and adds additional unsafe behaviors from the list below if necessary. The instructor then lists the behaviors on the board and leads a discussion about why the behaviors are risky.	2. Students brainstorm unsafe behaviors.
3. Instructor gives out RSKO templates and instructs students to randomly fill out templates with different risky behaviors listed on the board.	3. Students fill out RSKO template.
4. Instructor randomly chooses behaviors to “call” as students play the Bingo type game.	4. Students play RSKO

Teacher Follow-Up Activities

Students will be asked to write a short narrative about what they have learned about risky behaviors.

Counselor reflection notes (completed after the lesson)

Caution: Thin Ice!

The wind whistled by as he ran down the hill toward the lake. An early morning snowfall meant no school for the day, and he was anxious to join his friends for an afternoon of fun. He noticed a small dusting of snow covered the surface of the lake, and he quickly read a sign that said “DANGER: Thin ice!” Surely that was for spring, he thought, it’s safe now. After all, everyone else was out on the lake on the other side. Everyone else was doing it, so it had to be safe.

Gingerly, he stepped out onto the lake. For a moment he reconsidered. He remembered his father’s warnings about the lake’s quick thaws, he remembered the sign... “Hey, Jimmy! Hurry up!” he heard from across the lake. He saw his friends motioning him over. To turn back now would mean having to face the taunts of the other guys. No way was he going through that!

A few steps later he knew he was in trouble. Lines of ice severed in all directions. He couldn’t go back. He couldn’t go forward.....

RISKO TEMPLATE

R	I	S	K	O
		RISK-FREE ZONE		

Unit # 2 Title: Risky Business!	
Lesson Title: Putting on Armor	Lesson # 2 of 3
Grade Level: 7	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance Standard: PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectation (GLE): PS.3.B.07.a.i: Develop strategies to maintain personal safety.	
American School Counselor Association National Standard (ASCA): Personal/Social Development C: Students will understand safety and survival skills.	

Materials (include activity sheets and/ or supporting resources)

Story “EMS!”
 Story “My Friend Shelbi”

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
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 1. Identify problems and define their scope and elements
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:

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity		Problem Solving
	Courage		Compassion		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.

Student comprehension will be assessed by counselor observation of oral responses given during discussion.

Lesson Preparation

Essential Questions: How can we stay safe? Where can I find help to stay safe?

Engagement (Hook): The facilitator reads the story “EMS Code Blue!”

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. The instructor reads the story “EMS Code Blue!” and prompts, “What would you do?” Encourage group discussion about what individuals and groups would do in this situation. Instructor then reads “My friend Shelbi,” and again asks students, “What would you do?” 2. Instructor leads discussion to facilitate an understanding of the need to get help for mental and social problems, and shares resources students may use if they or a friend need help. (Give students copy of the district’s referral list). 3. Instructor will assist the students in reviewing strategies to maintain personal safety by facilitating role playing of the following scenarios: <i>You are at a party and everyone around you is smoking and drinking. A friend offers you a glass of wine. How do you handle the situation?</i> <i>You are hanging around outside a liquor</i> 	<ol style="list-style-type: none"> 1. Students listen to stories and respond with comments or questions. 2. Students discuss seeking physical vs mental health assistance and why society sometimes views them differently. 3. Students act out the roles provided by the instructor.

<p><i>store. Your friends dare you to ask someone to buy alcohol for you. What do you do?</i></p> <p>4. Instructor passes out the “bricks.” The bricks are drawn or photocopied onto colored construction paper. Each student uses the knowledge they have gained to determine one skill, tool or person they will use to build a wall separating them from risky behaviors. Examples: “I will use my relationship with my parents as a wall against risky behaviors, or I will use my participation in and dedication to the ethics of sports as a wall against risky behaviors”.</p> <p>5. Instructor asks for volunteers to share why they have chosen the person or thing for their brick.</p>	<p>4. Students fill out the bricks with the one thing they believe is mostly likely to stop them from participating in risky behaviors.</p> <p>5. Students defend their choices as protection from risky behaviors.</p>
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Teacher Follow-Up Activities

Using the students’ bricks, the instructor will construct a bulletin board with the title “Building a Wall Against Risky Behaviors”. Using brightly colored paper, various risky behaviors are posted in the center of the wall. Student bricks are used to build a wall starting at the bottom and covering as much of the risky behaviors as possibly without losing the content. Wall should be placed in a prominent place in the school to be viewed by parents, staff and students.

Counselor reflection notes (completed after the lesson)

~

EMS Code Blue

[Counselor dramatizes an event where a student is physically injured] “Oh no! Help, please help! My friend is hurt! Call the paramedics quickly....or a doctor! We must get a medical professional here as soon as possible. She fell in the gym and I think her leg is broken. She also has a contusion on her head and she’s not responding. If we don’t get help soon, she may die!”

What would YOU do?

~

My Friend Shelbi

[Counselor dramatizes an event where her friend shared that she was having thoughts of suicide.] “I’m really upset! My friend, Shelbi, came to talk to me yesterday. She’s been really depressed lately. I don’t know why. It seems like she has everything...great looks, a starter on the basketball team, all the kids like her...

Still, she seemed pretty out of it. She said nothing seemed to matter much anymore. She was never really happy...never really sad...everything was sort of nothingness. She said she really didn’t see the purpose of it all.

I didn’t tell anyone, but a couple of weeks ago I noticed something else. Shelbi has been cutting herself! She has all these little marks on her arms and legs. She said she used a razor blade.

I’m afraid if we don’t help her soon, she may commit suicide.
What would YOU do?

Unit # 2 Title: Risky Business!

Lesson Title: Ready to Remain Safe

Lesson # 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.B.08.a.i: Apply strategies related to personal safety issues.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Story "Where are My Friends Now?"

List of risky behaviors

Personal Safety Plan Template

Show Me Standards: Performance Goals (check one or more that apply)

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 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 perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 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. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the costs, benefits and other consequences of proposed solutions.

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.
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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. 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	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.

Student comprehension will be assessed by counselor's review of Personal Safety Plan.

Lesson Preparation

Essential Questions: What does a person need to know to keep themselves safe?

Engagement (Hook): The facilitator reads the story "Where are my friends now?"

Procedures

Instructor Procedures: 1. The instructor reads the story "Where are my friends now?" and facilitates a discussion about the consequences of making decisions that are not in your best interest because of peer pressure, the need to remain popular or part of a particular group, etc. Encourage group discussion about what could happen if decisions are made for or because of friends instead of what is best for you?	Student Involvement: 1. Students listen to story and respond with comments or questions.
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<p>2. Instructor reviews the list of risky behaviors and leads a discussion regarding the positive and negative consequences of decisions.</p> <p>3. Instructor provides a copy of the district's referral list (specific to each school district) and shares resources students may use if they or a friend need help. (Give students copy of the district's referral list). Encourage students to give examples of where they would go for help to resist or overcome risky behaviors.</p> <p>4. Instructor passes out the Personal Safety Plan template and facilitates student discussion and interaction as the students create their plan.</p> <p>5. Facilitator asks student volunteers to define and defend their plan.</p>	<p>2. Students review risky behaviors and discuss positive and negative consequences.</p> <p>3. Students share examples of where they would go for help with situations regarding risky behaviors. Students take home a copy of the district's referral list.</p> <p>4. Students create a Personal Safety Plan to protect them from risky behaviors which may physically or mentally harm them and/or keep them from obtaining life goals.</p> <p>5. Students explain and defend their plans.</p>
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Teacher Follow-Up Activities

Individual plans are kept in the students' portfolios and plans are made with the high school counselor(s) to do a follow-up the following year. In addition, counselor will invite guest speakers (law enforcement, health department, etc.) to share information regarding safety issues.

Counselor reflection notes (completed after the lesson)

Where Are My Friends Now?

Cassie drags herself out of bed and before she even opens her eyes she reaches for the pack of cigarettes on the nightstand. With bloodshot eyes, she fumble for a lighter and relaxes as she inhales deeply. She hated the habit, one she acquired her junior year of high school when Tiffany had said, “Come on, don’t be such a drag, Little Miss Goody Two Shoes.” So to nix that awful nickname she had to join in....now she couldn’t quit.

Getting up from bed, she looked around the room. It was a far cry from the cool, modern apartment she had envisioned she would have when she went to college, but it was all she could afford. She hadn’t been successful in getting any job that paid more than minimum wage. If only she hadn’t listened to Kirk! “Come on, sweetie. Quit school and marry me. I’ll take care of you.”

Well, she had dropped out and even though she and Kirk had stayed together for two years, the marriage never happened and Kirk soon lost interest in her and moved out one day while she was out shopping.

And college? She had always wanted to be a fashion designer, living in a swanky apartment in New York City but when she dropped out, that dream ended. She had considered trying to earn her GED and entering a community college, but with no money that modified dream appeared to be out of her reach too.

Looking in the mirror, she saw the stress was causing a canker sore to flare... it was a gift from Derek her sophomore year. Why could she never say no?!

It all seemed so depressing. Cassie just wasn’t sure she could handle her life anymore. She had made choices to satisfy others that were not good for her, but now there seemed no way to make things better. Stressed, she reached for a beer. Lately, alcohol was all that seemed to make things better... a little trick she had also learned from her friends.

Her friends? Where were they now? Cassie thought of Derek, Tiffany and the gang—even Kirk. She never saw them anymore...but her choices because of them had left a lasting mark.

MY PERSONAL SAFETY PLAN

NAME: _____

I recognize my stressors! Things or situations that stress me include:

Things I have learned help me to alleviate stress are: _____

I will use _____ as my wall against risky behaviors.

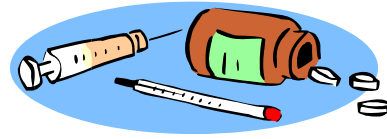
My ultimate career goal is to _____

Things that might hinder my ability to reach that goal include: _____

Ways I can remain focused on reaching my goal include: _____

I make a promise to myself to make decisions that are good for me, help develop good character and will enable me to live a healthy, fulfilling life.

Student Signature



RISKY BEHAVIORS

Smoking
Alcohol use/abuse
Drug use
Promiscuity/unprotected sex
Chatting with strangers on the internet
Reckless driving/racing
Drunk driving
Riding with friends who have been drinking
Taking risky dares
Anorexia/Bulimia/Purging
Truancy
Dropping out of school
Missing curfew
Going to isolated places alone

Unit # 3 Title: It's Life... Deal With It!	Grade Levels: 6-8
Number of Lessons in Unit: 3	
Time Required for each lesson: 50 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
6 th Grade Lesson # 1: The Hope to Cope: Coping Skills	
Materials/Special Preparations Required:	
Three decision-making situations—one to use for class discussion and one to use for students' individual reflections	
Index Cards	
Small file box for each student	
Pencils	
Chalkboard or White board	
7 th Grade Lesson # 2: Lean Mean Coping Machine!	
Materials/Special Preparations Required:	
“Your Choice” handout for students to write their answers.	
Chalkboard or Whiteboard	
Paper and pencils	
8 th Grade Lesson # 3 Life ... Bring It On!	
Materials/Special Preparations Required:	
Scissors, glue, markers	
Magazines	
Poster board	
Missouri Comprehensive Guidance Standard:	
PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectation(s):	
PS.3.C.06.a.i: Review and revise strategies to cope with life-changing events.	
PS.3.C.07.a.i: Apply coping skills to manage life-changing events.	
PS.3.C.08.a.i: Evaluate coping skills to manage life-changing events.	
American School Counselor Association National Standard (ASCA):	
Personal/Social Development	
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
	1. Develop questions and ideas to initiate and refine research.
	5. Comprehend and evaluate written, visual and oral presentations and works.

	<p>8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as 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>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</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>4. Evaluate the processes used in recognizing and solving problems</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises.</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<p>1. Speaking and writing standard English</p> <p>4. Writing formally and informally.</p> <p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations</p>
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

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.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

Unit Goals:

1. Review strategies to cope with life-changing events.
2. Apply strategies to cope with life-changing events.
3. Evaluate strategies to cope with life-changing events.

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

Steps in the decision-making process.

Unit # 3 Title: It's Life... Deal With It!

Lesson Title: The Hope to Cope: Coping Skills

Lesson # 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.C.06.a.i: Review and revise strategies to cope with life-changing events.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Three decision-making situations—one to use for class discussion and one to use for students' individual reflections.

Index Cards

Small file box for each student

Pencils

Chalkboard or White board

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data (including personal card file), information and ideas into useful forms (including outlines) 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 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 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

	4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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:

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	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		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		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.

Students will be provided with a scenario in which they will identify positive and negative coping strategies. Students will reflect on the positive and negative coping strategies and the implications in life situations.

Lesson Preparation

Essential Questions: How does one weigh the value of positive and negative coping skills in life situations?

Engagement (Hook): The facilitator asks students, “How many of you have made a decision today?” Ask students to share some of the decisions they have made today. Acknowledge that experiencing stress when making decisions is a part of everyday life. Stress is OK because it can charge you with a sense of responsibility. When one does not know how to monitor stress,

this may impact the effectiveness of coping skills. Many decisions are made with very little thought, such as what to eat or what to wear. Other decisions require a well thought out line of reasoning, such as how to choose a college major or how to say “no” when the result will be upsetting a friend. Ask students if the decisions they make ever have a cost to them. Ask students how they coped with the stress caused by the cost.

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. The instructor presents the idea that when a decision is made in life, we all experience different levels of stress. The instructor states that one should be aware of what causes positive and negative ways of coping with factors that can interfere in decision making. 2. The instructor indicates that there are many times when we are faced with life situations that require more consideration and more effective decision-making. Sometimes decisions that we make have a cost to them. The instructor states to students that there are positive and negative coping skills that will help one in dealing with these costs. 3. The instructor explains that the purpose in making decisions is to deal with a problem or an issue. Instructor passes out a handout with a list of coping skills related to the stress associated with decision making. As the instructor reads with students a list of ways of coping with stress, students are asked to indicate with a + sign those that they feel are positive ways to handle stress. The student is also asked to indicate those that they feel are negative ways to handle stress with a - sign. 4. The instructor processes the responses with the students, writing these questions on the board and asking the students: a) How are you doing? b) How many pluses? c) How many minuses? d) What do you need to do to lower the number of minuses as your usual coping skills? e) What kind of help 	<ol style="list-style-type: none"> 1. Students respond accordingly with a show of hands if they have made any decisions that day, how much stress they experienced, and what they did to cope with the aftermath of the decision. 2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them. 3. Students will follow the instructor’s directions. 4. Students will listen and engage in discussion.

would you look for to assist and support you?	
5. The instructor passes out index cards and asks the students to write skills that have been positive ways of coping with stress for them. The instructor asks the students to write coping skills that they have used that been negative ways of coping with stress. The following questions will guide the discussion: a) How does this personal card file of positive and negative coping skills look like now? b) If you were to rearrange any of the cards (positive or negative) in your file, what would you do?	5. Students will participate in class discussion, build their personal file of coping skills and reflect on the number of positive and negative coping skills and what this means in the decision-making process.

Teacher Follow-Up Activities

The instructor will periodically discuss with the class how they have been applying their coping skills in their daily decision-making situations, emphasizing the importance of creating new and positive coping skills while replacing the negative coping skills.

Counselor reflection notes (completed after the lesson)

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STEPS FOR REACTING TO STRESS

You encounter stressful situations on a regular basis. Stress will be a normal part of the decision-making process. As you read this list of ways of coping with stress, choose those that you feel are positive ways to handle stress and put a + (plus) in front of it. Choose those that you feel are negative ways to handle stress and put a – (minus) in front of it.

1. Over-eating and under-eating
2. Discuss the problem and possible solution with a friend
3. Eat well as a part of your daily routine
4. Talk a lot or say very little
5. Take time to relax
6. Ignore the problem and pretend it will go away by itself
7. Act angry and irritable
8. Give up and do nothing to solve the problem
9. Withdraw from people and spend a lot of time alone
10. Try alcohol or drugs to cope with the problem

Count your pluses. Count your minuses. Answer the following questions:

- How are you doing?
How many pluses?
How many minuses?
- What do you need to do to lower the number of minuses as your usual coping skills?
- What kind of help would look for to assist and support you?

Go over the list a second time and find out which reactions best describe your usual way to cope with stress.

Now let's build a personal card file of positive and negative ways to handle stress. Write on some cards the coping skills that you have used that have been positive ways of coping with stress. Write on other cards the coping skills that have used that have been negative ways of coping skills with stress.

- How does this personal card file of positive and negative coping skills look now?
- If you were to rearrange any of the cards (positive or negative) in your file, what would you do?

Unit # 3 Title: It's Life... Deal With It!

Lesson Title: Lean Mean Coping Machine!

Lesson# 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.C.07.a.i: Apply coping skills to manage life-changing events.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials (include activity sheets and/ or supporting resources)

"Your choice" handout for students to write their answers.

Chalkboard or Whiteboard

Paper and pencils

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine and oral research. 5. Comprehend and evaluate written, visual presentations and works. 8. Organize data, information and ideas into useful forms (including outlines) 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 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 perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives

	7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	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		Integrity	X	Problem Solving
X	Courage	X	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.

Student comprehension will be assessed by the instructor observation of oral and written responses given during discussion and through the write up of coping skills and decision-making situations.

Lesson Preparation

Essential Questions: How does one become an effective decision-maker/problem-solver when decisions are to be made in life?

Engagement (Hook): The instructor will invite students to engage in the activity, “Your Choice”, by asking the following questions:

“How do you go about making important decisions?”

“What determines how important a decision is?”

“How would you rely on your coping skills to help you deal with the pressure of making important decisions?”

Procedures

Instructor Procedures:	Student Involvement:
1. The instructor will give the students a copy of the “Your choice” worksheet and ask them to choose the five of the ten that they consider to be the most important.	1. Students choose the five decisions they consider to be the most important.
2. Students rank the five most important decisions, in the order of priority, with number 1 being the most important.	2. Students rank decisions in order of priority.
3. Instructor invites volunteers to share their ideas and justify their reasoning.	3. Students volunteer to share their ideas and defend their choices.
4. The instructor then asks students to consult their personal card file of coping skills (from 6 th grade) to find which skills they applied during this activity.	4. Students decide which skills they used in the activity and match with the decisions they chose.

Teacher Follow-Up Activities

The instructor will invite students to practice the skills they learned with the following scenario:

Your group of friends has all decided to skip school on a certain day. You want to belong to this group and are afraid of group retaliation if you don't participate. However, you really don't want to do this and know your parents will be very upset if you get caught. What would you do? How would you cope?

Counselor reflection notes (completed after the lesson)

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Your choice

Choose the five most important decisions you make and explain the reasons they are important for you.

- 1. To talk with your friends in front of school or look over your notes for math test first hour
- 2. To brush your teeth and wash your face or skip it and sleep longer
- 3. To cheat on your math test or do it on your own
- 4. To ride the bus home or walk with friends
- 5. To give your book report today or try to get out of it until tomorrow
- 6. To go to a party Saturday night with friends or to the baseball game with Dad
- 7. To watch a special on TV or study for your science test tomorrow
- 8. To rise early for a family gathering or sleep late
- 9. To bring lunch to school and save money or buy lunch at the school cafeteria
- 10. To wear something that looks cool (even if it is not appropriate for school) or to wear something comfortable

Rank the 5 most important decisions in order of 1 to 5, with 1 being the most important.
Decision # Reasons that the decision is important for you

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now that you have made these decisions, consult your personal card file of coping skills from 6th grade. Find in your file which coping skills you applied during your decision making process. Write them down, matching the coping skills with the decision you made.

Decision	Coping skills from file
1	_____

2	_____

3	_____

4	_____

5	_____

Unit # 3 Title: It's Life...Deal With It!

Lesson Title: Life ... Bring It On!

Lesson # 3 of 3

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.C.08.a.i: Evaluate coping skills to manage life-changing events.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

Scissors, glue, markers

Magazines

Poster board

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) 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 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 perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives

	7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage	X	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.

Student's comprehension will be evaluated upon the completion of the artistic collage work and participation in classroom discussion.

Lesson Preparation

Essential Questions: What life events affect our lives? What skills does a person need to help manage life events?

Engagement (Hook): The instructor will disclose their personal coping strategies by sharing his/her own coping collage.

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. The instructor will give each student a poster board and ask the student to artistically sign/write their name in the center. 2. The student will brainstorm personal strengths that he/she believes that they have to support the ability to make effective decisions. 3. The instructor will ask the students to write the traits on the poster board around their name. 4. The instructor guides the students to look in magazines to find photos, words, or visual art that expresses their traits. 5. Students are asked to attach the clippings around their name as a visual presentation of the personal coping skills that they have listed. 6. Students will share their art work in small groups (2-3), highlighting how they connected their self-perceptions with the clippings of their choice. 	<ol style="list-style-type: none"> 1. Student will follow instructions. 2. Student will think of his/her personal strengths as elements that support their ability to make effective decisions 3. Student will follow instructions. 4. Students will find visual representations of those traits and cut them out with scissors. 5. Students will build a collage of clippings around his/her name. 6. Students will discuss among themselves how they perceive themselves as decision-makers through a creative/artistic way.

Teacher Follow-Up Activities

Students will display their work on the wall. The students will take photos of their art work and print them to include in their card file.

Counselor reflection notes (completed after the lesson)