Unit #1 Title: Planning for Educational Achievement/Planning for School Success **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Lesson Titles:
Lesson # 1: Stick With The Plan, Man!
Materials and Preparation Suggestions:
Poster board divided into 6 blocks
One small beanbag/sponge/soft object
At least one other staff member (optional)

Lesson #2: Our Classroom Party
Materials and Preparation Suggestions:
Dry erase board/SMART board/other visual display and proper writing utensils.
Blank paper folded in half and drawing materials (i.e., crayons, markers).

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):
AD.4.A.0K.a.i: Identify and follow classroom and school routines. (DOK – Level 2)
AD.4.B.0K.a.i: Identify work habits necessary for school success. (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.
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 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	

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X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What would happen if adults and children played all day?
Why is it important for people to have a daily plan?

Unit Measurable Learning Objectives:

The student will identify the daily plan for the classroom.
The student will identify four work habits to be successful.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
__X__ Indirect (Reflective Discussion)
__X__ Experiential (Conducting Experiments, Games)
_____ Independent Study
__X__ Interactive Instruction (Discussion, Think, Pair, Share, 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.

Students will identify four work habits needed for accomplishing a daily plan.
Students will identify three specific work habits needed for staying on a daily plan.

Brief Summary of Unit:

Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.

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

Vocabulary, work habits

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Unit #1 Title: Planning for Educational Achievement/Planning for School Success

Lesson Title: Stick With The Plan, Man! **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed For Educational Achievement

Grade Level Standards (GLSs):
AD.4.A.0K.a.i: Identify and follow classroom and school routines.
AD.4.B.0K.a.i: Identify work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Poster board, divided into 6 blocks
1 small beanbag/sponge/soft object
At least one other staff member or alternative option

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.
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 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	

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	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 students will identify three school classroom routines.
The students will identify how well you follow three school routines.
The students will identify four work habits necessary for school success.

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 model four work habits needed for staying on a daily plan.
The student will identify three habits they follow (during the evening or at night) to prepare for school the next day.

Lesson Preparation

Essential Questions:
What would happen if adults and children played all day?

Engagement (Hook):
Counselor plans the following ahead of time with one or two other staff members:
Counselor and other staff member(s) enter class at same time, announcing that it's their time to work with the students. Each one looks at the other with wide eyes, or a puzzled look. A short discussion about whose scheduled time it is ensues. Counselor remains, and begins the discussion of why it is important to have a daily plan.
If other staff members are unavailable, counselor enters the room and announces that recess will be after school and lunch will be at nighttime! Counselor observes the children's reactions and then asks, "Any questions?" Then the counselor calms the children by saying, "Don't worry, that's why we have a plan."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor asks why it is important to have a daily plan.	1. Students offer responses such as: order, do what you suppose to do, etc.
2. Counselor asks students to describe their classroom schedule.	2. Students share their classroom schedule and routine with the class.
3. What do students need to do to help our	3. Students offer answers (e.g. listen,

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class keep our daily plan? As students give answers, counselor draws each suggestion in a block on the poster board, until all blocks are filled. (Ears for listening, hand for hands to self, etc.)	hands/feet still, eyes on teacher, work together cooperatively, quiet/silent voices, follow directions).
4. Putting the poster on the floor, the counselor tosses a beanbag (or other soft item) on each block, randomly.	4. Students listen and watch.
5. Counselor asks several students to "show us" what that skill/behavior looks like, making sure that every student is included in modeling.	5. Selected students model the behaviors/skills, while others watch. (Make sure that all students have a chance to model.)
6. Counselor summarizes: "Now that you've practiced all of these great ways to stay on the daily plan, I hope that you will continue to do a great job using these skills to follow the plan. Give me a *thumbs up* if you will do your best to follow the plan!" (or similar response).	6. Students respond.

Teacher Follow-Up Activities

Students could draw a picture of one way that they help their class stay on schedule.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Planning for Educational Achievement/Planning for School Success

Lesson Title: Our Classroom Party **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed For Educational Achievement

Grade Level Standards (GLSs):
AD.4.A.0K.a.i: Identify and follow classroom and school routines.
AD.4.B.0K.a.i: Identify work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Dry erase board/SMART board/other visual display, and proper writing utensils.
Blank paper folded in half and drawing materials (i.e., crayons, markers).

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.
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 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	

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	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 work collaboratively with classmates to review the classroom schedule and select a time for a party.
The student will work collaboratively to identify at least two behaviors expected at a classroom party.

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 work as team members to review their classroom schedule.
Students will decide what their classroom party schedule should be taking into account their lunch, specials, and recess times.

Lesson Preparation

Essential Questions:
Why is it important for people to have a daily plan?

Engagement (Hook):
Counselor walks in the classroom and says, "Please raise your hand if you would you like to have a party."

Counselor says, "Now, raise your hand if you would you like to help plan the party."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor asks, "What do we need to think about for the party?"	1. Students will give their input (probably like food, movie, etc.)
2. Counselor says, "Most of you forgot to think about the time and how our classroom schedule affects the time we can have the party.	2. Students are thinking about what the counselor is saying.
3. Counselor then asks the students, "When do you have specials, lunch, and recess?	3. Students respond by giving the time of day that they have these three activities during the school day.

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4. Counselor then reminds students how important it is to schedule a classroom party around these activities because we don't want to interfere with other people's schedules.	4. Students listen to the counselor.
5. Counselor asks, "Based on your classroom schedule, would it be better to have the party in the morning or the afternoon?	5. Students hopefully take into account their classroom schedule that was just discussed in order to pick the right time for their party.
6. Counselor then asks, "What behaviors do you need to show in order to participate in the party?"	6. Students respond with comments like respectful, responsible, (i.e. displaying the core virtues).
7. Counselor tells students that they can now make party invitations for their next classroom party (i.e. Halloween, Thanksgiving, Christmas, Birthdays).	7. Students make party invitations to remind themselves of their next classroom party.
8. Counselor then tells students to remember next time your teacher has a party that she/he had to take into account your classroom schedule. Counselor also reminds students that they need their behavior to be appropriate in order to participate in this activity.	8. Students listen to counselor.

Teacher Follow-Up Activities

Teacher reminds students of the class schedule when she/he announces that their class is having their next party. Teacher frequently talks about the classroom schedule with the students.

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 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 Educational Achievement/Planning for School Success Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What would happen if adults and children played all day?
2. Why is it important for people to have a daily plan?

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 the daily plan for the classroom.		AD.4.A.0K.a.i: Identify and follow classroom and school routines. AD.4.B.0K.a.i: Identify work habits necessary for school success.		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK – Level 2 DOK – Level 2
2. The student will identify four work habits to be successful.		AD.4.A.0K.a.i AD.4.B.0K.a.i		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A	DOK – Level 2 DOK – Level 2

ASSESSMENT DESCRIPTIONS*:

Students will identify four work habits needed for accomplishing a daily plan.
Students will identify three specific work habits needed for staying on a daily plan.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Stick With The Plan, Man! Lesson # 2: Our Classroom Party
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Stick With The Plan, Man! Lesson # 2: Our Classroom Party

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD4-GrK-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD4-GrK-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: Study and Work for Success **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30-35 minutes

Lesson Titles:
Lesson # 1: Complete or Incomplete? That is the Question!
Materials and Preparation Suggestions:
2 puppets (optional)
2 different blank worksheets obtained from classroom teacher as described in lesson 1

Lesson #2: FLY to Success
Materials and Preparation Suggestions:
3 paper airplanes, each labeled #1 – following directions, #2 - listening, and #3-you get along with others
Handout of FLY Airplane Activity Sheet for each student.
Success Plan Activity Sheet

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLS's):
AD.4.A.01.a.i: Identify and practice the steps for completing classroom assignments and activities.(DOK Level - 2)
AD.4.B.01.a.i: Develop and practice work habits necessary for school success. (DOK Level - 2)

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 6. Discover and evaluate patterns and relationships in information, ideas and structures. 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 7. Evaluate the extent to which a strategy addresses the problem.
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

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	tasks. 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	6. 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.
	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:

Why is learning important?

Unit Measurable Learning Objectives:

The students will identify four of the parts for completing correctly completed classroom assignments.
The students will model four of the parts of completing a correctly completed classroom assignment.
The students will model at least three work habits necessary for school success.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
__X__Experiential (Narratives, Storytelling)
_____Independent Study
__X__Interactive Instruction (Role Playing, Discussion)

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 determine four factors that contribute to a correctly completed assignment.
The student will model three behaviors for completing a correctly completed assignment.

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Brief Summary of Unit:
Students will identify skills needed for correctly completing assignments and improve school work habits.

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

Identify and follow classroom and school routines.
Identify work habits necessary for school success.

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Unit #1 Title: Study and Work for Success

Lesson Title: Complete or Incomplete? That is the Question! **Lesson**: 1 of 2

Grade Level: 1

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standard (GLSs):
AD.4.A.01.a.i: Identify and practice the steps for completing classroom assignments and activities.
AD.4.B.01.a.i: Develop and practice work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

2 puppets (optional)
Get two different blank worksheets from the classroom teacher. For the first worksheet, counselor should make one copy neat, complete, and following all directions. Make a second copy of the same worksheet messy, crumpled, incomplete, no name, not following directions. For the group activity, the counselors should prepare 4-5 different incorrectly completed assignments.

NO ACTUAL STUDENT WORK SHOULD BE USED!!

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

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

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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	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will, as a group member, identify four factors that contribute to a correctly completed assignment.

The students will identify at least three work habits necessary for school success.

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 determine four factors that contribute to a correctly completed assignment.
The student will use the FLY Activity Sheet to self assess work habit skills and develop a plan for needed improvement.

Lesson Preparation

Essential Questions:
What does it mean to do a job correctly?
Why should we make sure we do a job correctly?

Engagement (Hook):
Counselor will engage in a conversation between 2 puppets. Each puppet would have identical worksheets, but one would be neat, complete and following directions, while the other one is crumpled, no name, missing answers, etc. Puppets should compare papers talking about high points, differences, and how one is completed and the other one is incorrectly completed.

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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Ahead of time, counselor should consult with the teacher to find out the specifics of what s/he requires as components for a correctly completed assignment (e.g. name at top, date, neat, follows directions, all questions answered, etc.)	1. Students listen to introduction.
2. Counselor will ask the group: How are these two assignments alike and different?	2. Students will respond identifying elements of complete and incomplete assignments (see #1).
3. Counselor will write the student generated components of a correctly completed assignment on a dry erase, smart board, chart paper, or other.	3. Students observe
4. What work habits help in making sure that work is completed correctly? Give me thumbs up/thumbs down if you think the following work habits would be helpful or not in completing work correctly? (Following directions/listening/getting along with others/talking to someone while the teacher is giving directions/wandering around the room/having a pencil/yelling out, etc.)	4. Students will listen to each work habit and give thumbs up/thumbs down.
5. Divide students into 4-5 groups, giving each group one of the incorrectly completed assignments described above. Each group is to identify the areas that need improvement for completion of the work.	5. Students will work together, cooperatively, to complete the activity. (2-3 minutes)
6. Each group will report its findings to the rest of the class.	6. Each group reports findings; the other students/groups listen.
7. Counselor will compliment the class on a job well done, emphasizing the positive work habits that they used in the activity.	7. Students sit quietly, ready for their next activity.

Teacher Follow-Up Activities

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

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Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Study and Work For Success

Lesson Title: FLY to Success **Lesson**: 2 of 2

Grade Level: 1

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standard (GLS's):
AD.4.A.01.a.i: Identify and practice the steps for completing classroom assignments and activities.
AD.4.B.01.a.i: Develop and practice work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

3 paper airplanes, each labeled: #1 – following directions, #2 - listening, and #3-you get along with others
Handout of *FLY Airplane* activity sheet for each student.
Success Plan Activity Sheet

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

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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.

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		6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Lesson Preparation

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

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

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask the student what the first letter from each of the three skills spells.	1. Students will respond by saying, “fly”.
2. Counselor distributes and explains the FLY Airplane activity sheet.	2. Each student will receive a FLY Airplane activity sheet.
3. Counselor will ask the students to honestly rate themselves in each of these areas.	3. Students will complete the FLY Airplane activity sheet individually.
4. Counselor will instruct students to review the FLY Airplane activity sheet and identify one or more skills to improve based on ratings. For students with ratings of all 3’s, students are instructed to select a skill they would like to improve.	4. Students will reflect on their ratings and complete a Success Activity Sheet.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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FLY

Rate Yourself on the FLY Skills

1=Needs Improvement 2 = Satisfactory 3 = Excellent

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Success Plan Activity Sheet

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

FOLLOW DIRECTIONS

1. _____
2. _____
3. _____

LISTEN

1. _____
2. _____
3. _____

YOU GET ALONG WITH OTHERS (COOPERATE)

1. _____
2. _____
3. _____

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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 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: Study and Work for Success Students will identify skills needed for correctly completing assignments and improve school work habits.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30-35 minutes

ESSENTIAL QUESTIONS:

1. Why is learning important?

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 four factors that contribute to correctly completed classroom assignments.		AD.4.A.01.a.i: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01.a.i: Develop and practice work habits necessary for school success.		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level – 2 DOK Level - 2
2. The student will identify at least three work habits necessary for school success.		AD.4.A.01.a.i AD.4.B.01.a.i		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A	DOK Level – 2 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The student will determine four factors that contribute to a correctly completed assignment.
The student will use the Activity Sheet to self-assess work habit skills and develop a plan for needed improvement.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct

	_____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips ___x___ Narratives (Ls. 1) _____ Conducting Experiments _____ Simulations _____ Games ___x___ Storytelling (Ls. 1-2) _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x___ Role Playing (Ls. 1-2) _____ Panels _____ Brainstorming _____ Peer Partner Learning ____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/AD4-Gr1-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr1-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: Becoming a Self Starter **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:
Lesson # 1: I WILL DO IT!
Materials and Preparation Suggestions:
Story: "The Not-So Independent Working Classroom" (provided)
Independent Working Skills Checklist
Chart Paper

Lesson # 2: I DID IT!
Materials and Preparation Suggestions:
Completed Independent Working Skills Checklist (see lesson 1)
"Positive Work Habit Name" Sheet

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLS's):
AD.4.A.02.a.i: Demonstrate skills needed to complete classroom tasks independently. (DOK Level -2)
AD.4.B.02.a.i: Build individual work habits and study skills that apply to a variety of learning situations. (DOK Level - 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 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the 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 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 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	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	

Unit Essential Questions:

What work/study habits will help you be successful in life?
Why are positive habits important?

Unit Measurable Learning Objectives:

The student will demonstrate abilities to complete classroom tasks independently.
The student will evaluate individual work habits by completing an independent working skills progress report.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Compare & Contrast)
__X_ Indirect (Reading for Meaning, Reflective Discussion)
_____ Experiential
__X_ Independent Study (Homework)
__X__Interactive Instruction (Discussion)

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 self-assess their level of success on two work habits.

Brief Summary of Unit:
Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Steps for completing classroom assignments and activities.

Work habits necessary for school success.

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Ability to demonstrate skills needed to complete classroom tasks independently. Ability to develop plans and apply planning ability to build individual work habits and study skills in a variety of learning situations.

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Unit #1 Title: Becoming a Self Starter

Lesson Title: "I WILL DO IT!" **Lesson:** 1 of 2

Grade Level: 2

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling and Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLS's):
AD.4.A.02.a.i: Demonstrate skills needed to complete classroom tasks independently.
AD.4.B.02.a.i: Build individual work habits and study skills that apply to a variety of learning situations.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Attached story *The Not-So Independent Working Classroom* for each student
Attached *Independent Working Skills Progress Report* for each student
Chart paper for listing habits

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the 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 4. Recognize and practice honesty and integrity in academic work and in the workplace 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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X	Social Studies	6. Relationships of the individual and groups to Institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will choose two work habits to practice and demonstrate during the week.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's. Assessment can be question answer, performance activity, etc.
The student will be able to identify at least three effective work habits.
The student will choose two work habits that they personally want to practice for a week. Each day they will self-assess their level of success.

Lesson Preparation

Essential Questions:
What work/study habits will help you be successful in life?
Engagement (Hook):
Counselor reads *The Not-So Independent Working Classroom*. (check for understanding of the word "independent")

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out *The Not-So Independent Working Classroom* story to each student.	1. Students receive the handout and quietly look over it.
2. The counselor reads the story and prompts the students to read aloud the "Not I" and the "I will try" statements in the story and tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.	2. Students will respond "Not I" and "I will try" as the counselor reads the story.
3. After reading the story, the counselor tells the class that they are going to focus on work habits that help them become more independent workers at home and at school.	3. Students will listen.

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4. The counselor will ask the class: "What habits might get in the way of working independently?" Circle those words in the story.	4. Students generate answers (e.g., interrupting others, talking loudly, giving up when task is difficult). Find the habits in the story that are not helpful. Students circle those words (e.g. talkative, interrupting).
5. "Now, looking back to the story, what are some habits that help people work well independently?" Underline those habits in the story.	5. Students underline the helpful habits in the story.
6. Counselor gives each student a blank, *Independent Working Skills Progress Report* chart. Counselor instructs the students to fill out the top row with 2 work habits that they plan to practice this week. Each day, students will self-assess how well he or she applied the skill by either putting a smiling face or a straight face in the box. Charts will be reviewed during the next lesson.	6. Students fill in chosen work habits during the week to practice.
7. In closing the counselor says, "Who will be able to complete the chart this week. Students are encouraged to make up their own positive work habit names. The names will be shared in the next lesson.	7. Students will indicate they will complete the charts and will develop own positive work habit names.

Teacher Follow-Up Activities

The teacher will have students self assess their work habit progress at the end of each day.

Counselor reflection notes (completed after the lesson)

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(NOTE: Counselor should check names ahead of time to make sure that none of his/her current students' names are used in the story.)

<u>The Not-So Independently Working Classroom</u>

There once was a classroom where the teacher wanted the students to complete an assignment independently. "Who will be able to complete this assignment on his or her own?" asked the teacher.

"Not I," said Talkative Timmy.
"Not I," said Bashful Betty.
"Not I," said Wandering Wanda.
"Not I," said Noisy Ned.
"Not I," said Interrupting Ida.
"Not I," said Rude Rhoda.
"Not I," said Angry Al.
"Not I," said Humming Harry.
"Not I," said Mumbling Mary.
"Not I," said Destructive Donnie.

"*I* will try!" said Independent Irene.
"*I* will try!" said Listening Larry.
"*I* will try!" said Focused Fred.
"*I* will try!" said Prepared Patty.
"*I* will try!" said Behaving Bonita.
"*I* will try!" said Hardworking Harriet.
"*I* will try!" said Conscientious Carla.
"*I* will try!" said Thinking Thad.
"*I* will try!" said Responsible Rudy.
"*I* will try!" said Respectful Ralph.
"*I* will try!" said Persevering Perry.

The teacher said, "I appreciate all of the students who are willing to try to do the assignment independently. I will help others learn independent work habits so that everyone can be successful at school and at home!"

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NAME: _____

INDEPENDENT WORKING HABITS
PROGRESS REPORT

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____ _____

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Unit #1 Title: Becoming a Self Starter

Lesson Title: "I DID IT!" **Lesson:** 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLS's):
AD.4.A.02.a.i: Demonstrate skills needed to complete classroom tasks independently.
AD.4.B.02.a.i: Build individual work habits and study skills that apply to a variety of learning situations.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Independent Working Skills Progress Report for each student (see lesson 1)
Positive Work Habit Name and Picture Activity Sheet

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

	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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 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	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	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will share data collected on his/her selected work habits.

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 identify positive work habits and monitor their application of a positive work habit.

Lesson Preparation

Essential Questions:
Why are positive habits important?

Engagement (Hook):
Students write their positive work habit names (Neat Nelly, Working Walter) on the activity sheet. The students can draw a picture of their character on the sheet, write how they feel when they have positive work habits and/or draw a picture of them performing that positive work habit.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor asks students to tell about the *Positive Work Habit Name* they selected for themselves; including reason for selection, how habit is demonstrated and how applying the habit helps him or her to do it.)	1. Students share their name sheet and picture and provide an explanation for why they selected the name for themselves (Example: My Positive Work Habit Name is: Organized Annie. I put things where they belong and I keep my desk clean.
2. The counselor asks students to get out their completed work habits progress report and discuss their progress since the previous week.	2. Students share their self-assessment of how well they felt they practiced the selected skills throughout the week.
3. In closing the counselor says, "Who was able to complete their positive work habit sheet this week?"	3. Students respond, "I did it!"
4. Counselor collects positive work habit sheets for review.	4. Students turn in positive work habit sheets.

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Teacher Follow-Up Activities

The teacher will review the charts of the students' progress. The teacher may chose to refer some students to the counselor for small group on individual work if they are having difficulties with positive work habits.

Counselor reflection notes (completed after the lesson)

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This sheet should be completed the previous week before this lesson.

NAME: _____

INDEPENDENT WORKING HABITS
PROGRESS REPORT

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____ _____

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My Positive Work Habit Name:

_____ _____

My picture…

When I use positive work habits, I feel_____.

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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 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: Becoming a Self Starter Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes

ESSENTIAL QUESTIONS:

1. What work habits will help you be successful in life?
2. Why are positive habits important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will demonstrate abilities to complete classroom tasks independently.		AD.4.A.02.a.i: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02.a.i: Build individual work habits and study skills that apply to a variety of learning situations.		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level -2 DOK Level - 4
2. The student will evaluate individual work habits by completing an independent working skills progress report.		AD.4.A.02.a.i: AD.4.B.02.a.i:		SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 RF.2.3 RF.2.4 L.2.1 L.2.2 L.2.4 L.2.5 L.2.6 RI.2.4	AD A	DOK Level -2 DOK Level - 4

ASSESSMENT DESCRIPTIONS*:

The student will self-assess their level of success on two work habits.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: I WILL DO IT! Lesson # 2: I DID IT!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: I WILL DO IT! Lesson # 2: I DID IT!

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies ___x__ Reading for Meaning (Ls. 1) _____ Inquiry ___x___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts ___x___ Homework (Ls. 1) _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x___ Discussion (Ls. 1) _____ 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/AD4-Gr2-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr2-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: That's How You Do It! **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30-35 minutes each

Lesson Titles:
Lesson # 1: Help Is On The Way!
Materials/Special Preparations Required:
Study/Test Taking Habits Inventory
Study/Test Taking BINGO sheet

Lesson # 2:BINGO!
Materials/Special Preparations Required:
Study/Test Taking Habits Inventor
Study/Test Taking BINGO sheet from previous lesson
Study/Test Taking BINGO cards (for drawing)
Pencils/Markers for each student
Optional: Small reward for students

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLS's):
AD.4.A.03.a.i: Identify and practice study skills and test taking strategies. (DOK Level - 2)
AD.4.B.03.a.i: Recognize and practice basic time management and organizational skills for assignments and/or task completion. (DOK Level - 2)

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 refine research. 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 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

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	8. Explain reasoning and identify information used to support decisions. 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What skills and strategies help me to complete tasks?

Unit Measurable Learning Objectives:

The student will identify study skills and test taking strategies.
The student will describe the importance of using basic time management and organizational skills for assignments and/or task completion.

Unit Instructional Strategies/Instructional Activities:

_____ Direct
__X__ Indirect (Reading for Meaning)
__X__ Experiential (Games)
__X__ Independent Study (Assigned Questions)
__X__ Interactive Instruction (Discussion)

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 self-assess their proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Brief Summary of Unit:

Students will self-assess their study skills, test taking strategies, and basic time management and organizational skills following classroom discussion. Concepts will be reinforced through a BINGO game.

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

Demonstrate skills needed to complete classroom tasks independently.
Build individual work habits and study skills that apply to a variety of learning situations.

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Unit #1 Title: That's How You Do It!

Lesson Title: Help Is On The Way! **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLS's):
AD.4.A.03.a.i: Identify and practice study skills and test taking strategies.
AD.4.B.03.a.i: Recognize and practice basic time management and organizational skills for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Study/Test Taking Habits Inventory
Study/Test Taking BINGO sheet

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to refine research. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
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. 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 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	6. Participating in formal and informal presentations

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will self-assess ability to demonstrate 24 different study 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.
The student will complete an inventory that self-assesses proficiency with study skills, test taking strategies, and basic time management and organizational skills.

Lesson Preparation

Essential Questions:
Why do are study skills important

Engagement (Hook):
Counselor goes into class obviously unprepared (mismatched clothing, messy hair, forgotten materials, eating). Counselor asks students, "Do I look prepared for class today?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Today we are going to discuss study and test taking habits and learn about out habits. Counselor distributes the *Study/Test Taking Habits Inventory*.	1. Students get out a pencil, write their name on their sheets and read over the inventory while waiting.
2. Counselor reads the *Study/Test Taking Habits Inventory* as students follows along and responds to each item.	2. Students put an X in the space that best describes their knowledge/use of the skill. Students also join in the discussion.
3. Counselor distributes *Study/Test Taking Habits BINGO sheet.* Counselor explains	3. Students write key words on the BINGO sheet in any spot that they wish.

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that, as each skill is discussed, the students should write the key word, which is in bold and underlined in anyone of the squares on their BINGO sheet.	
4. Counselor collects both sheets. The inventory can be shared with teachers or can be kept for comparison for a lesson in grade	4. The students return papers or put them away as instructed.
5. Counselor tells students that the next lesson will be one in which study/test skills will be reviewed by playing Bingo using their Bingo Cards they made.	5. Students listen.

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

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NAME_____ DATE_____

STUDY/TEST TAKING HABITS INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column. Discover how many good study/test taking habits you have. You may surprise yourself!!

	Always	Sometimes	Never
1. I am an **active listener** and class participant.			
2. I make sure I have enough **energy**.			
3. I keep an **assignment notebook** for homework.			
4. I choose a **regular time to study**.			
5. I **have the materials** I need before I start.			
6. I **prepare for a test** at least a few days before I take it.			
7. I **find a place** with good lighting, a desk and a chair.			
8. I **work with no interruptions**.			
9. I **work steadily** without daydreaming.			
10. I **take necessary breaks**.			
11. I get a **good night's rest** before a test.			
12. I **start** my **assignments quickly**.			
13. I hand in my **assignments on time**.			
14. I **keep a dictionary available**.			
15. I **check over** my **work**.			
16. I **eat a good breakfast** on test day.			
17. I **read through a chapter** of a book and then **skim for facts** afterwards.			
18. I **reward myself** after studying.			
19. I **take notes**.			
20. I **listen to the directions**.			
21. I **ask** the teacher **for help** if I need it.			
22. I **do the easiest ones first** so I will have more time to spend on the harder ones.			
23. I **write neatly and accurately**.			

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STUDY/TEST TAKING BINGO **NAME:_____**

		Free Space		

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Unit #1 Title: That's How You Do It!

Lesson Title: BINGO! **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30-35 min.

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLS's):
AD.4.A.03.a.i: Identify and practice study skills and test taking strategies.
AD.4.B.03.a.i: Recognize and practice basic time management and organizational skills for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Study/Test Taking Habits Inventor
Study/Test Taking BINGO sheet from previous lesson
Study/Test Taking BINGO cards (for drawing)
Pencils/Markers for each student
Optional: Small reward for students

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 refine research. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
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. 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 work and in the workplace.

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

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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	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify study skills and test taking strategies.
The student will describe the importance of using basic time management and organizational skills for assignment and/or task completion.

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 students will play a game that emphasizes study skills, test taking strategies, basic time management, and organizational skills.
The students will explain skills and/or the value of performing that skill.

Lesson Preparation

Essential Questions:
Why do you need study skills?

Engagement (Hook):
Counselor leads the class in the following song to the tune of *B-I-N-G-O:*

S-T-U-D-Y
S-T-U-D-Y
S-T-U-D-Y
Study is our game-o

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor distributes each student's *Study/Test Taking BINGO sheet*. (If student	1. Students should get out a pencil, and may read over the sheet while waiting.

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was absent during the last lesson, student will get a counselor prepared *Study/Test Taking BINGO sheet*)	
2. Counselor briefly reviews how to play BINGO. "Today's game is based on the study skills/test taking strategies reviewed in our previous lesson."	2. Students listen
3. Counselor explains that, as each skill is called, the students should mark where they have the key word on their BINGO sheet.	3. Students mark an X when the key words are called.
4. As the key words are drawn, students will be asked to provide either a brief description of the skill or a brief explanation of how it can be used.	4. Students provide responses
5. Counselor tells students that, by using these skills consistently, they will all be winners in school.	5. Students listen
(GAME OPTIONS: You can play several times by having students use different colored markers for each game. Black out, four corners, X or T or L games are also options. Or Students can circle the skill they either need to work on most, or found most helpful, etc.)	

Teacher Follow-Up Activities

Teacher may review the study/test taking strategies as appropriate in class.

Counselor reflection notes (completed after the lesson)

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STUDY/TEST TAKING BINGO NAME: _____

Active Listener	Take Notes	RegularTime to Study	Listen to Directions	Assignment Notebook
Read Through a Chapter	Reward myself	Skim for Facts	Energy	Good Night's Rest
Find a Place	Prepare for a Test	**Free Space**	Have the Materials	Work with no Interruptions
Check Over My Work	Eat a Good Breakfast	Work Steadily	Ask for Help	Take Necessary Breaks
Write Neatly and Accurately	Keep a Dictionary Available	Assignments on Time	Do Easiest First	Start my Assignments Quickly

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Study/Test Taking BINGO cards

Cut these apart for drawing

Active Listener	**Take Notes**	**RegularTime to Study**	**Listen to Directions**	**Assignment Notebook**
Read Through a Chapter	**Reward myself**	**Skim for Facts**	**Energy**	**Good Night's Rest**
Find a Place	**Prepare for a Test**		**Have the Materials**	**Work with no Interruptions**
Check Over My Work	**Eat a Good Breakfast**	**Work Steadily**	**Ask for Help**	**Take Necessary Breaks**
Write Neatly and Accurately	**Keep a Dictionary Available**	**Assignments on Time**	**Do Easiest First**	**Start my Assignments Quickly**

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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 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: That's How You Do It! Students will self-assess their study skills, test taking strategies, and basic time management and organizational skills following classroom discussion. Concepts will be reinforced through a BINGO game.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30-35 minutes

ESSENTIAL QUESTIONS:

1. What skills and strategies help me to complete tasks?

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 study skills and test taking strategies.		AD.4.A.03.a.i: Identify and practice study skills and test taking strategies. AD.4.B.03.a.i: Recognize and practice basic time management and organizational skills for assignments and/or task completion.		RI.3.1 RI.3.4 RF.3.1 RF.3.2 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level – 2 DOK Level - 2
2. The student will describe the importance of using basic time management and organizational skills for assignments and/or task completion.		AD.4.A.03.a.i AD.4.B.03.a.i		RI.3.1 RI.3.4 RF.3.1 RF.3.2 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	DOK Level – 2 DOK Level – 2

				L.3.4 L.3.5 L.3.6		

ASSESSMENT DESCRIPTIONS*:
The student will self-assess their ability in study skills, test taking strategies, and basic time management and organizational skills.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Help Is On The Way! Lesson # 2:BINGO!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Help Is On The Way! Lesson # 2:BINGO!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies ___x__ Reading for Meaning (Ls. 1) _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___x__ Games (Ls. 2) _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects ___x__ Assigned Questions (Ls. 1) _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ 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/AD4-Gr3-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr3-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: Tick–Tock Goes The Clock **Grade Level:** 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30-40 min. each

Lesson Titles:
Lesson # 1: Time Is On My Side!
Materials and Preparation Suggestions:
Weekly Time Management Schedule Template (provided)
Betty's Busy Week (provided)

Lesson # 2: Time Is On My Side! Again!
Materials and Preparation Suggestions:
Weekly Time Management Schedule Template (saved from Lesson 1)
Case Study: *Frantic Fred's Week* (provided)
Blank *Weekly Time Management Schedule* Template (provided)
Colored markers in red, yellow, and green

Lesson # 3: It's Time for Test Skills Rock!
Materials and Preparation Suggestions:
Song: Testing Skills Rock (provided)
Tips and Pointers for Taking Tests (provided)
Study/Test-Taking Strategies Inventory (provided)

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards(s) (GLSs):
AD.4.A.04.a.i: Apply study skills and test taking strategies to improve academic achievement. (DOK Level -3)
AD.4.B.04.a.i: Apply basic time management and organizational techniques necessary for assignments and/or task completion. (DOK Level -3)

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 refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
X	Goal 2: Communicate effectively within and beyond the classroom

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	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. 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.

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	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Unit Essential Questions:

What does it mean to use time wisely?
How can I manage my time?
How can I improve my test scores?

Unit Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.
The student will apply two time management techniques and two organizational techniques necessary for task completion.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided and Shared-Reading Listening, Viewing, Thinking)
_____ Indirect
__X__ Experiential (Simulations)
_____ Independent Study
__X__ Interactive Instruction (Brainstorming, Peer Partner Learning, 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.

The student will work in small groups to develop a weekly self-management schedule based on a case study.

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The student will be able to identify study and test taking skills.

Brief Summary of Unit:
Students will utilize case study to develop and evaluate a weekly self-management schedule. They will use the self-management skills to help them learn positive test taking skills.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Self management and organizational skills
Telling Time
Vocabulary: Venn Diagrams (Definition and Use)

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Unit #1 Title: Tick-Tock Goes The Clock

Lesson Title: Time Is On My Side! **Lesson:** 1 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):
AD.4.A.04.a.i: Apply study skills and test taking strategies to improve academic achievement.
AD.4.B.04.a.i: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Time Management Schedule Template (provided)
Betty's Busy Week (provided)

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 structure. 8. Organize data, information and ideas into useful forms.
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 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 1. Explain reasoning and identify information used to support decisions. 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	6. Participating in formal and informal presentations

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

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 work as a class to develop a weekly time-management schedule based on *Betty's Busy Week*, applying at least two time management techniques.

Lesson Preparation

Essential Questions:
How can I manage my time?

Engagement (Hook):
Read *Betty's Busy Week*. As students, "How can she manage her time with so many activities to complete?"

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor introduces the concept of time management: a. Scheduled tasks/activities that we have to do (e.g. get out of bed, eat, go to school). b. Unscheduled tasks/activities that we have to do (e.g., chores, homework). c. Tasks/activities that we want to do (e.g., play, watch TV, go to the park). "Trying to fit all of those tasks/activities into a week can be a challenge. Today, we are going to work together to come up with	1. Students listen.

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a workable plan for Busy Betty."	
2. Each student is given a copy of *Betty's Busy Week*. Counselor asks students to: a) Circle the tasks/activities that are scheduled that Betty must do b) Draw a box around the tasks/activities that are unscheduled that Betty must do c) Put an X in front of those tasks/activities that Betty wants to do	2. Students follow directions given, and check their work with a partner.
3 With students' help, the counselor fills out the weekly schedule for Betty.	3. Students offer suggestions for task placement in Busy Betty's schedule.
4. As a closing, have student volunteers to tell one thing they learned from this lesson.	4. As individuals respond, the other students can do a thumbs up if that is also something new that they learned from the lesson.
5. Counselor can tell the class that in the next lesson they will be working in small groups to develop a weekly schedule for a student named Frantic Fred.	5. Students listen.

Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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BETTY'S BUSY WEEK

Betty is VERY busy (just like YOU)! She is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Betty's "To Do" list:

Piano practice (Monday from 4-5 p.m.)
Birthday Party (Saturday from 1-4 p.m.)
Girl Scouts (Thursday from 7-8:30 p.m.)
Spelling Test (Friday)
Church School (Wednesday from 6:30-7:30 p.m.)
Book Report (due on Monday)
Daily chores that take 30 minutes
See a new movie (comes out on Monday; shows from 5-7 p.m.)

Additional Information about Betty:

School is from 8 a.m. until 3 p.m.
She must be at the bus stop at 7:30 a.m.
Bedtime is 9 p.m.
Don't forget to eat!

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Name: _____ **Date:** _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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Unit #1 Title: Tick-Tock Goes The Clock

Lesson Title: Time Is On My Side! AGAIN! **Lesson:** 2 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):
AD.4.A.04.a.i: Apply study skills and test taking strategies to improve academic achievement.
AD.4.B.04.a.i: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Weekly Time Management Schedule Template (saved from Lesson 1)
Case Study: *Frantic Fred's Week* (provided)
Blank *Weekly Time Management Schedule* Template (provided)
Colored markers in red, yellow and green

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 structure. 8. Organize data, information and ideas into useful forms.
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 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 1. Explain reasoning and identify information used to support decisions. 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	6. Participating in formal and informal presentations

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		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply two time management techniques and two organizational techniques necessary for task completion.

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 students will work in small groups to develop a weekly time management schedule based on case study *Frantic Fred's Week,* applying two time management techniques and two organizational techniques.

Lesson Preparation

Essential Questions:
How can I manage my time?

Engagement (Hook):
Counselor posts the class-generated schedule for Betty and encourages student reflections about process they used to develop a daily/weekly schedule for Betty.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Following the hook the counselor asks students to describe the schedule created for Betty.	1. Students listen.
2. Counselor reviews the elements of planning and time management: a. Scheduled tasks/activities that we have to do	2. Students listen.

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b. Unscheduled tasks/activities that we have to do c. Tasks/activities that we want to do "Trying to fit all of those tasks/activities into a week can be a challenge, as we have seen. Today, you are going to work in small groups to come up with a workable plan for Frantic Fred."	
3. Divide students into groups of 4. Each group is given the case study Frantic Fred. Counselor asks students to first color-code the activities: a. Tasks/activities that are scheduled that Fred must do (blue) b. Tasks/activities that are unscheduled that Fred must do (red) c. Tasks/activities that Fred wants to do (green)	3. Students follow directions given, and work with their group.
4. Counselor instructs groups to create a schedule for Fred by using the color coded activities.	4. Students complete task in groups.
5. After 15 minutes, bring the groups together to discuss results. Counselor compiles a master schedule for Fred based on the groups' results.	5. Groups explain their schedules for Fred.
6. As a closing, have student volunteers tell one thing that they learned from this lesson.	6. Students offer suggestions, with others giving *thumbs up* if they also learned the lessons cited.

Teacher Follow-Up Activities

Teacher guides students in the use of their planners/agenda. For extra credit, students may write list of those new skills that they learned in the lessons, and how they plan to put them to use.

Counselor reflection notes (completed after the lesson)

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CASE STUDY
FRANTIC FRED'S WEEK

Fred is frantic because he has so much to do! He is a 4th grade student, and has many activities each week.

This week, here are all of the activities on Fred's "To Do" list:

- **Soccer practice (Monday and Wednesday 4-5 p.m.)**
- **Soccer games (Saturday 9:00-10:00 a.m., and 1:00-2:00 p.m.)**
- **4-H meeting (Monday 7-8:30 p.m.)**
- **Math Test (Thursday)**
- **Church School (Wednesday 6:30-7:30 p.m.)**
- **Social Studies Project (due on Monday)**
- **Daily chores that take 30 minutes**
- **Wants to get to a new level on his video game before he sees his cousin on Sunday**

Additional information about Fred:

- **School is from 8:00 a.m. until 3:00 p.m.**
- **He must be at the bus stop at 7:00 a.m.**
- **Bedtime is 9:00 p.m.**
- **His mom insists that the family always eat dinner together.**

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Name: _____ **Date:** _____

WEEKLY TIME MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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Unit #1 Title: Tick –Tock Goes The Clock

Lesson Title: It's Time for Testing Skills Rock! **Lesson:** 3 of 3

Grade Level: 4

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLSs):
AD.4.A.04.a.i: Apply study skills and test taking strategies to improve academic achievement.
AD.4.B.04.a.i: Apply time management and organizational techniques necessary for assignments and/or task completion.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Song: Testing Skills Rock (provided)
Tips and Pointers for Taking Tests (provided)
Study/Test-Taking Strategies Inventory (provided)

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 structure. 8. Organize data, information and ideas into useful forms.
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 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 1. Explain reasoning and identify information used to support decisions. 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)**

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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply two study skills and two test taking strategies used to improve academic achievement.

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 take an inventory to assess their ability to apply study and test taking skills.

Lesson Preparation

Essential Questions:
How can I improve my test scores?

Engagement (Hook):
Counselor comes into the classroom humming the tune of Jingle Bell Rock. Counselor distributes copies of the *Testing Skills Rock* song sheet. Counselor and students sing *Testing Skills Rock.*

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor instructs the students to identify and underline test-taking skills mentioned in the song.	1. Students identify and underline the test taking skills mentioned in the song.
2. Counselor distributes *Tips and Pointers for Taking Tests*. The counselor pairs students up to discuss why these tips are important (5 minutes).	2. Students discuss with their partner why these tips are important. Students will share their thoughts with the group.

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3. Counselor reminds students that in previous lessons they reviewed/learned tips for studying, time management and organization. Now it's time for them to think about their own skills in these areas, and indicate their ability level.	3. Students listen.
4. Counselor distributes the *Study/Test-Taking Strategies Inventory* and students self-assess their usage of the strategies, and then write a TO DO list on the back indicating skills that need to be further developed. Collect the completed inventories, and after a quick check of each student's self-assessment, completed *Inventory* sheet may be filed in the student's Portfolio. (OPTIONAL: Counselor tells students that these will be revisited in grade 5 for comparison and assessment of growth.)	4. Students complete the self-assessment and write a TO DO list on the backside of the inventory sheet for skills that need to be further developed. Some students will share their TO DO list with the class.

Teacher Follow-Up Activities

The teacher encourages/guides students in the use of the tips and pointers for test taking and study skills and in the use of a planner/agenda.

Counselor reflection notes (completed after the lesson)

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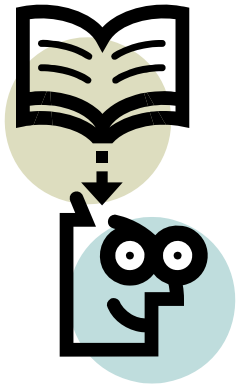
TESTING SKILLS ROCK!

(Sung to the tune of Jingle Bell Rock)
Written by: Shari Sevier

Testing skills, testing skills, testing skills rock
All these great ways to beat the clock.
Listening and following directions to be
As prepared as I should be.

Testing skills, testing skills, testing skills rock
Rested and fed so there's no brain-block
Skim the test first, looking for all the cues
These are ways to cure test blues.

Testing skills, testing skills, testing skills rock
Taking my time…who cares 'bout the clock?
Stay calm and focused, I know it all well
My results will ring the bell!



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TIPS AND POINTERS FOR TAKING TESTS

1. **Be rested, well fed, and prepared (pencils, pens, materials).**
2. **Use complete sentences when answering questions.**
3. **Read the entire question, and all possible answers, carefully.**
4. **Underline or circle key words.**
5. **Make your best guess only when you don't know.**
6. **Eliminate the obvious wrong answers first.**
7. **Make an outline before starting.**
8. **Do easiest questions first.**
9. **Keep your first answer unless you are POSITIVE it's wrong.**
10. **Look for words like "always," "never," "none," etc. They are often false.**
11. **Look for words like "sometimes," "usually," "often," etc. They are often true.**
12. **Check your work before handing it in.**
13. **Check your grammar, spelling, and punctuation.**
14. **Keep trying until the test is finished.**
15. **Make an outline that includes key words/phrases to organize your thoughts.**
16. **Use memory cues to learn facts.**
17. **Don't leave any answers blank.**

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NAME_____ DATE_____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

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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 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: Tick–Tock Goes The Clock Students will utilize case study to develop and evaluate a weekly self-management schedule. They will use the self-management skills to help them learn positive test taking skills.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30-40 minutes each

ESSENTIAL QUESTIONS:

1. What does it mean to use time wisely?
2. How can I manage my time?
3. How can I improve my test scores?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply two study skills and two test taking strategies used to improve academic achievement.		AD.4.A.04.a.i: Apply study skills and test taking strategies to improve academic achievement. AD.4.B.04.a.i: Apply basic time management and organizational techniques necessary for assignments and/or task completion.		RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 W.4.1 W.4.4	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level -3 DOK Level -3
2. The student will apply two time management techniques and two organizational techniques necessary for task completion.		AD.4.A.04.a.i AD.4.B.04.a.i		RI.4.1 RI.4.4 RF.4.3 RF.4.4 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5	AD A	DOK Level -3 DOK Level -3

				L.4.6 W.4.1 W.4.4		

ASSESSMENT DESCRIPTIONS*:

The student will work in small groups to develop a weekly self-management schedule based on a case study.
The student will be able to identify study and test taking skills.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!
Obj. #	**INSTRUCTIONAL ACTIVITIES:** **(What Students Do)**
1 2	See Lessons: Lesson # 1: Time Is On My Side! Lesson # 2: Time Is On My Side! Again! Lesson # 3: It's Time for Test Skills Rock!

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

				_____ Learning Centers	___x__ Problem Solving (Ls. 1-2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr4-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr4-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.

Unit #1 Title: Successful Students! **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 30-40 minutes each

Lesson Titles:
Lesson # 1: Dear Sassy Successful Student
Materials and Preparation Suggestions:
Dear Sassy Letters (provided)
Self-assessment (provided)

Lesson # 2: My Time to Shine!
Materials and Preparation Suggestions:
Time Management Template (provided)
My Busy Week Sheet (provided)
Glass Cup (approximately 2 cup clear measuring glass)
Enough garden rocks to fill up the measuring glass
Dry corn or beans (1 cup)
Sand (1 cup)
Bottled water

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standards (GLS's):
AD.4.A.05.a.i: Demonstrate study skills and test taking strategies to enhance academic achievement. (DOK Level - 3)
AD.4.B.05.a.i: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame. (DOK Level - 3)

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 refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structure. 8. Organize data, information and ideas into useful forms.
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

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	3. 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 1. Explain reasoning and identify information used to support decisions. 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Unit Essential Questions:

What does it mean to be a successful student?
What qualities does a successful student possess?

Unit Measurable Learning Objectives:

The student will name three study skills strategies and three test taking strategies to enhance academic achievement.
The student will name three methods/strategies for completing assignments on time.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Demonstrations, Guided & Shared)
_____ Indirect
__X__ Experiential (Simulations, Role-playing, Surveys)
_____ Independent Study
__X__ Interactive Instruction (Brainstorming, Peer Partner Learning, Discussion, 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.

The student will self-assess his/her current abilities in study and test taking strategies via a written self-assessment.
The student will create a personal weekly time management schedule.

Brief Summary of Unit:
Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous

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year's assessment.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Study skills and test taking strategies, time management and organizational techniques

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Unit 1 Title: Successful Students!

Lesson Title: Dear Sassy Successful Student **Lesson**: 1 of 2

Grade Level: 5

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standard (GLS):
AD.4.A.05.a.i: Demonstrate study skills and test taking strategies to enhance academic achievement.

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)

Dear Sassy Successful Student letters—attached
Self-Assessment--attached

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 structure. 8. Organize data, information and ideas into useful forms.
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 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 1. Explain reasoning and identify information used to support decisions. 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	6. Participating in formal and informal presentations and discussions of issues and ideas.

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	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name three study skill strategies and three test taking strategies to enhance academic achievement.

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 self-assess his/her ability to utilize study and test taking skills via a written inventory.

Lesson Preparation

Essential Questions:
What study and test taking skills do students utilize to be successful?

Engagement (Hook):
How many of you have heard of an advice column in a magazine or newspaper? What do all of these columnists have in common?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor lists responses to engagement question from students, leading to the fact that these people all give advice.	1. Students participate by suggesting answers to questions.
2. Counselor divides class into groups of 3 or 4. Each group is given a request for advice letter.	2. Students listen/participate.
3. Counselor tells the class that each group has two tasks: 1) to come up with helpful study strategies for the letter writer; 2) to come up with a creative way for their group to present	3. Students work in small groups on assigned tasks. Student groups make presentations.

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their advice.	
4. Counselor asks for volunteer students to tell one important thing that they learned about study skills during the lesson.	4. Students share their thoughts.
5. Counselor hands out the study skills self-assessment to all students.	5. Students complete self-assessment.
6. Counselor gives students a chance to discuss their study skills self-assessment. Students will keep these assessments in their portfolios for review in 6th Grade.	6. Students discuss their self-assessment. Students take their self-assessment home and put it in their portfolios in a safe place for review in 6th Grade.

Teacher Follow-Up Activities

Teacher will encourage/guide students in the use of their test taking and study skills, as well as in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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NAME_____ **DATE**_____

STUDY/TEST TAKING STRATEGIES INVENTORY

Directions: Answer the questions truthfully by placing a checkmark in the appropriate column.

	Always	Sometimes	Never
1. I am an active listener and class participant.			
2. I use clues from other questions to help me answer harder questions.			
3. I keep an assignment notebook for homework.			
4. I choose a regular time to study.			
5. I have the materials I need before I start.			
6. I prepare for a test at least a few days before I take it.			
7. I review for tests by quizzing myself and asking others to quiz me.			
8. I do the easiest questions first.			
9. I work steadily without daydreaming.			
10. I take necessary breaks.			
11. I get a good night's rest before a test.			
12. I start my assignments quickly.			
13. I complete and hand in my assignments on time.			
14. I use memory cues to learn facts for a test.			
15. I check over papers or tests for errors.			
16. I eat a good breakfast on test day.			
17. I skim through a chapter of a book before I read and study it.			
18. I carefully read all of the choices before answering a multiple-choice question.			
19. I take notes.			
20. I read all of the directions before starting the test.			
21. I ask the teacher for help if I don't understand.			
22. I make sure I answer all parts of every question.			
23. I write neatly and accurately.			
24. I always make sure to write my name on my paper first!			

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Dear Sassy,
My teacher gives my class lots of essay and constructed response questions that have lots of parts. I never do very well on these questions. I always miss something. What are some things that I can do to answer these questions better?

Signed,
Missing Parts

Dear Sassy,
My teacher has multiple-choice questions that I have to answer. I always get confused with the choices. There always seems to be at least two good answers. Is there an easy way to figure out the answer?

Signed,
Confused

Dear Sassy,
I never do very well on true/false questions. Do you have any tips so I can do better? I always question my first choice, and it scares me.

Signed,
Scared of T/F

Dear Sassy,
I never feel prepared for a test, even though I studied the night before. What can I do to feel better prepared for the test?

Signed,
Feeling Unprepared

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Dear Sassy,
I go home after school and try to do my homework. Even though I start my homework as soon as I get home, it still takes me until after supper to be finished. My friends say they get their homework done in an hour. What can I do differently?

Signed,
Forever With Homework

Dear Sassy,
When I try to complete my classroom assignments, I always get confused as to what I'm supposed to do. How can I do better remembering what the teacher told me to do?

Signed,
Forgetful

Dear Sassy,
I want to be a good student but no matter how hard I try, I still cannot get good grades. What are some things I can do to become a better student?

Signed,
Striving for Success

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Unit #1 Title: Successful Students**!**

Lesson Title: My Time to Shine! **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 30-40 min.

Missouri Comprehensive Guidance and Counseling Domain:
AD.4: Applying Skills Needed for Educational Achievement

Grade Level Standard (GLS):
AD.4.B.05.a.i: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Visual template and Paper copies of a *Weekly Time Management Schedule*—attached
Your Busy Week Sheet--attached
Glass Cup (approximately 2 cup clear measuring glass)
Enough garden rocks to fill up the measuring glass
Dry corn or beans (1 cup)
Sand (1 cup)
Bottled water

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 structure. 8. Organize data, information and ideas into useful forms.
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 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 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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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	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name three methods/strategies for completing assignments on time.

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 work individually to develop a personal weekly time management schedule for use.

Lesson Preparation

Essential Questions:
Why are time management and organizational skills important for students to be successful?
What types of time management and organizational skills do successful students utilize?

Engagement (Hook):
Counselor brings the items listed in material list into the classroom and asks the students if they think the counselor can fit all of these items into the glass without it overflowing.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor enters the classroom and asks the students if the counselor can fit all of the items into the glass?	1. Students offer responses.
2. Counselor asks the students in what order they think that they can get all of these	2. Two or three students volunteer to respond to this question.

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items to fit into the glass.	
3. Counselor asks what do you think the first thing is that you should put in? Second thing? Third thing?	3. Students raise their hands and give their guesses.
4. Counselor will put the sand in first, then the corn, and then the rocks.	4. Students will observe the counselor putting the different ingredients in.
5. Counselor will say that "As you can tell not all of the rocks will fit in and neither will the water."	5. N/A
6. Counselor then starts putting the ingredients in the order that they will fit into the glass (rocks, grain, sand, water). Counselor will have to shake the glass to make it all fit. Counselor will say "Sometimes we have to shake things up (adjust) in order to get them all to fit."	6. Students will observe the counselor putting the different ingredients in.
7. Counselor will hand out "*Your Busy Week*" worksheet.	7. Students receive the "Your Busy Week" worksheet.
8. Counselor reviews the concept of time management. a. Scheduled tasks/activities that we have to do b. Unscheduled tasks/activities that we have to do c. Tasks/activities that we want to do "Trying to fit all of those tasks/activities into a week can be a challenge. Today, you will develop your own personal time schedule for the next week."	8. Students listen.
9. Counselor asks students to brainstorm their activities and responsibilities for a typical week and record them on the "Your Busy Week" handout.	9. Students follow directions given.
10. Counselor passes out weekly schedule and helps students fill in their weekly schedule.	10. Students fill out the "Your Busy Week" handout. Students receive and complete their weekly schedule.
11. As a closing, have student volunteers tell	11. As individuals respond, the other students

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one thing that they learned from this lesson.	can do thumbs up if that is something new that they learned from the lesson.

Teacher Follow-Up Activities

Teacher encourages/guides students in the use of their planner/agenda.

Counselor reflection notes (completed after the lesson)

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NAME: _____ DATE: _____

YOUR BUSY WEEK

Scheduled Things I Must Do:

1.
2.
3.
4.
5.
6.

Unscheduled Things I Must Do:

1.
2.
3.
4.
5.
6.

Things I Want To Do:

1.
2.
3.
4.
5.
6.

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Name: _____ **Date:** _____

WEEKLY SELF-MANAGEMENT SCHEDULE

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00 a.m.							
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
11:00 p.m.							

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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 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: Successful Students! Students will create a personal weekly time management schedule. Students will self-assess their current abilities in study and test taking strategies and compare current year with previous year's assessment.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it mean to be a successful student?
2. What qualities does a successful student possess?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will name three study skills strategies and three test taking strategies to enhance academic achievement.		D.4.A.05.a.i: Demonstrate study skills and test taking strategies to enhance academic achievement. AD.4.B.05.a.i: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level - 3 DOK Level - 3
2. The student will name three methods/strategies for completing assignments on time.		AD.4.A.05.a.i AD.4.B.05.a.i		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	DOK Level - 3 DOK Level - 3

ASSESSMENT DESCRIPTIONS*:

The student will self-assess their current abilities in study and test taking strategies via a written self-assessment.
The student will create a personal weekly time management schedule.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: Dear Sassy Successful Student Lesson # 2: My Time to Shine!
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson # 1: Dear Sassy Successful Student Lesson # 2: My Time to Shine!

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr5-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD4-Gr5-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: Transition into Kindergarten **Grade Level:** Kindergarten

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:
Lesson # 1: Life Before Kindergarten
Materials/Special Preparations Required
4 puppets
"The Things I learned before Kindergarten at _____." Activity Sheet
Crayons/markers

Lesson # 2: Life in Kindergarten
Materials/Special Preparations Required
3 puppets
The things I've learned in Kindergarten To Be Successful Activity Sheet
Crayons/markers

Missouri Comprehensive Guidance and Counseling Domain:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard(s) (GLS):
AD.5.A.0K.a.i: Identify how school expectations are different from home, day-care, or pre-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
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 to support decisions

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.

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How is being in kindergarten different from what you did last year?
How is kindergarten the same as last year?

Unit Measurable Learning Objectives:

The student will identify at least two expectations of his/her previous environment.
The student will identify at least one way kindergarten is different than his/her previous learning experiences.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare & Contrast)
__X__ Indirect (Reflective Discussion)
__X__Experiential (Role-playing)
_____Independent Study
_____ 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.
Students will draw pictures that depict the differences between their previous learning experiences and Kindergarten.

Brief Summary of Unit:
In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Vocabulary: Expectations, Day Care, Preschool, Differences

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Unit #1 Title: Transitioning to Kindergarten

Lesson Title: Life Before Kindergarten **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):
AD.5.A.0K.a.i: Identify how school expectations are different from home, daycare, or preschool.

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)

4 Puppets
Student activity sheet. *Things I learned before Kindergarten at* _____.
Crayons/markers

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
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 problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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	
X	Health/Physical Education	2. Principles and practices of physical and mental health

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least two expectations of his/her previous environment.

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 be able to draw two pictures of their learning experiences before Kindergarten.

Lesson Preparation

Essential Questions:

How is school behavior different from behavior at home, daycare, or preschool? What do students do when they don't understand what to do at school?

Engagement (Hook):

Counselor will dialogue with puppets about puppets' previous learning experiences.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will bring students together and sit in a circle. Counselor will introduce the home puppet, babysitter puppet, daycare puppet, and preschool puppet and interview them about their previous experiences. Four students are selected to be puppeteers. The counselor will point to the puppet to indicate when they are to talk. When the counselor talks for the puppet the students will move the mouth of the specific puppet. Where did you go to preschool/ daycare? What kind of things did you do when you stayed at home all day? What kinds of things did you do at preschool/daycare? Did you have certain rules? What did you learn?	1. Students will be sitting in a circle watching the counselor with the puppets. Four students will participate as puppeteers.
2. Counselor will ask students to respond to the following:	2. Students stand up based on their previous learning experiences. After each request

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a. Stand up if you went to preschool. Then instruct students to sit down. b. Stand up if you went to daycare. Then instruct students to sit down. c. Stand up if you stayed at home with a parent. Then instruct students to sit down. d. Stand up if you went to a babysitter. Then instruct students to sit down.	students will sit down.
3. Counselor will have students go back to their desks/tables. Counselor will pass out the student "The things I learned before Kindergarten at _____." Activity Sheet. Students will draw a picture of two things they did or two expectations in their previous learning situation (home, pre-school).	3. Students will draw pictures of two things they did or two expectations during their previous learning situation.
4. The counselor will collect and store student's work until next session. Next session the students will be asked to identify expectations they have learned about in Kindergarten.	4. Students will complete their drawings and turn it in to the counselor.

Teacher Follow-Up Activities

The teacher may want to review the students' drawings of differences in experiences.

Counselor reflection notes (completed after the lesson)

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The things I learned before Kindergarten at _____.

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Unit #1 Title: Transitioning to Kindergarten

Lesson Title: Life in Kindergarten **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):
AD.5.A.0K.a.i: Identify how school expectations are different from home, daycare, or preschool.

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)

4 Puppets
"The things I've Learned in Kindergarten To Be Successful" Activity Sheet.
Crayons/markers

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
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 to support decisions

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	
X	Health/Physical Education	2. Principles and practices of physical and mental

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		health
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least one way kindergarten is different than his/her previous learning experiences.

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 be able to draw two pictures that depict the differences between their previous learning experiences and Kindergarten.

Lesson Preparation

Essential Questions:

Is school behavior different from behavior at home, daycare, or preschool?
What do students do when they don't understand what to do at school?

Engagement (Hook):

Counselor will dialogue with the four puppets from last session about what is expected of them in Kindergarten. Four different students will be selected as puppeteers as they were in the last session.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will review the information discussed in the last lesson. The counselor passes out *The Things I've Learned In Kindergarten to be Successful* Activity Sheet. Students will draw a picture of two things the teacher expects of them in Kindergarten.	1. The students will complete their pictures about Kindergarten.
2. When the activity sheet is completed the students will make a sharing circle in the middle of the room. Distribute activity sheets competed during lesson 1-*The Things I Learned Before Kindergarten*. Students will share their pictures and compare the difference between their	2. Students will share their pictures and compare the differences in their prior learning experiences and what is expected.

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previous learning experience and their Kindergarten experience. 3. The counselor will collect the pictures and discuss them with the classroom teacher.	3. Students will turn their pictures in to the teacher and/or counselor.

Teacher Follow-Up Activities

The teacher will review the students' drawings of their experiences so that he or she is aware of prior experiences.

Counselor reflection notes (completed after the lesson)

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The things I've learned in Kindergarten to Be Successful...

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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 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: Transition into Kindergarten In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How is being in kindergarten different from what you did last year?
2. How is kindergarten the same as last year?

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 at least two expectations of his/her previous environment.		AD.5.A.0K.a.i: Identify how school expectations are different from home, day-care, or pre-school.		RF.K.2 L.K.5 L.K.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 identify at least one way kindergarten is different than his/her previous learning experiences.		AD.5.A.0K.a.i		RF.K.2 W.K.8 SL.K.5 L.K.5 L.K.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:
Students will draw pictures that depict the differences between their previous learning experiences and Kindergarten.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls. 2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 1, 2) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ 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-GrK-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD5-GrK-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: What do First Graders Look and Act Like? **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of the school year

Lesson Titles:
Lesson # 1: Portrait of a First Grader
Materials/Special Preparations Required:
Large piece of bulletin board paper or two pieces of chart paper taped together
Markers
Puppet

Lesson: # 2: "I am a First Grader"
Materials/Special Preparations Required:
Large drawing of a body profile from the previous lesson
Markers or crayons
Student Activity Sheet *"I am a First Grader"*

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard(s) (GLS):
AD.5.A.01.a.i: Identify increased school expectations. (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 1. Develop questions and ideas to initiate and refine research
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 to support decisions

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

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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	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How do expectations change?

Unit Measurable Learning Objectives:

The student will name two thoughts or activities that are associated with a first grader.
The student will identify and write six activities associated with first graders.

Unit Instructional Strategies/Instructional Activities:

____ Direct
_X_ Indirect (Formation concept)
____ Experiential
___ Independent Study
_X_ Interactive Instruction (Discussion; Think, Pair, Share)

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 identify activities and expectations for students in first grade and write them on an activity sheet.

Brief Summary of Unit:
First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a "model student" drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual "person" outlines or papers.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Kindergarten or pre-school experience.
Vocabulary: think, do, feel

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Unit #1 Title: What do First Graders Look and Act Like?

Lesson Title: Portrait of a First Grader **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard(s) (GLS):
AD.5.A.01.a.i: Identify increased school expectations.

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)

Large piece of bulletin board paper or two pieces of chart paper taped together
Puppet
Markers

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
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 problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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	
X	Health/Physical Education	2. Principles and practices of physical and mental health

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name two thoughts or activities that are associated with a first grader.

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 generate ideas of the things that a 1st grade student thinks, does and feels based on a model on bulletin board paper.

Lesson Preparation

Essential Questions:

How are the expectations in school different from Kindergarten to 1st grade?

Engagement (Hook):

A puppet is used to ask students what a 1st Grade student thinks, does and feels.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will pick a student and trace that student's body onto a piece of bulletin board paper on the floor. The rest of the students will sit in a circle around the paper.	1. One student will need to lie on the paper so that the counselor can trace the student.
2. Counselor will ask students the following: a. What does a 1st Grader think about friends, schoolwork, and play? b. What does a 1st Grader do with friends, schoolwork, and play? c. What does a 1st Grader feel about friends, schoolwork, and play? Counselor will write the responses from the students in marker on the paper silhouette.	2. Students will raise their hands and share their responses.
3. Counselor will look at the completed body and discuss the ideas that were generated.	3. Students will participate in discussion.

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4. The counselor will pass the puppet around the circle and have the students share one thing they like about being a first grader.	4. Student will share their individual ideas about 1st grade.
5. The counselor tells students that during the next lesson they will be making their own body profile describing their thoughts, things they like to do in first grade and their feelings about first grade.	5. Students respond or ask questions before ending the lesson.

Teacher Follow-Up Activities

Teacher could determine where in the classroom or hallway the completed body on the bulletin board paper could hang until the next lesson.

Counselor reflection notes (completed after the lesson)

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Unit 1 Title: What do First Graders Look and Act Like?

Lesson Title: "I am a First Grader" **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standards (GLS):
AD.5.A.01.a.i: Identify increased school expectations.

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)

Large drawing of a body profile from the previous lesson
Markers or crayons
Student Activity Sheet, *"I am a First Grader"*

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
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 to support decisions

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	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and write six activities associated with first graders.

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 write or copy on student activity sheet things that a 1st Grade student thinks, does, and feels based on the large model or on their own ideas.

Lesson Preparation

Essential Questions:

How are the expectations in school different from Kindergarten to 1st grade?

Engagement (Hook):

The bulletin board paper with the body profile of a first grader is hung in the front of the room. The counselor asks students to pretend this is one of the classmates. The class gives the body profile a name. (Example: Freddie First Grader)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will review the information on the body profile.	1. Students participate in the review.
2. The counselor asks students if they think Freddie First Grader would be a good student in their class.	2. Students share why Freddie would or would not be a good student in first grade.
3. Counselor will give each student a copy of the Activity Sheet "I am a First Grader". He or she will instruct the students to write things they do, things they think and things they feel as a 1st Grade student. Students may use information from the big body or generate their own ideas.	3. Students will complete the activity sheet.
4. Students will sit in the sharing circle and share one idea from their activity sheet.	4. Students will share their ideas.

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5. The counselor collects the activity sheets to share with the classroom teacher.	5. Students turn in their activity sheets so the counselor can share the information with the teacher.

Teacher Follow-Up Activities

The teacher reviews the activity sheet that the students have completed and then gives them back to the students to take home.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

"I am a First Grader"

What I think: _____

_____

_____

What I do: _____

_____

_____

How I feel:_____

_____

_____

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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 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: What Do First Graders Look and Act Like? First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a "model student" drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual activity sheets.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do expectations change?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLSs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will name two thoughts or activities that are associated with a first grader.		AD.5.A.01.a.i: Identify increased school expectations.		RF.1.2 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1. 6 L.1.1 L.1.5 L.1.6	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 identify and write six activities associated with first graders.		AD.5.A.01.a.i		RF.1.2 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1. 5 SL.1. 6 L.1.1 L.1.5 L.1.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:

The student will identify activities and expectations for students in first grade and write them on an activity sheet.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 Portrait of a First Grader Lesson 2 "I am a First Grader"
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Portrait of a First Grader Lesson 2 "I am a First Grader"

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform __x___ Concept Formation (Ls. 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups ___x___ Think, Pair, Share (Ls. 1) _____ 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-Gr1-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr1-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:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: 1st Quarter

Lesson Titles:
Lesson #1: 2nd Grade Great Expectations
Materials/Special Preparations Required
2nd Grade Expectations Game Cards (cards will need to be cut apart before the lesson)
Paper, pencils, and crayons for each student.
Chart paper and markers, dry erase boards and dry erase markers, or chalk and chalkboards.

Lesson # 2: I am Proud To Be a 2nd Grader
Materials/Special Preparations Required
Paper, pencils, and crayons for each student.
Smart Board, Chart paper/Markers, Dry-erase Boards/Markers.
Student Activity Sheet *"I'm Proud To Be a 2nd Grader"*

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standards (GLS):
AD.5.A.02.a.i:Develop strategies to meet increased school expectations. (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 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
	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

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	2. Develop and apply strategies based on ways others have prevented or solve 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 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 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How is your life different as you get older?

Unit Measurable Learning Objectives:

The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.
The student will write a sentence and draw a picture of what these strategies are.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared reading, listening viewing, thinking)
_X_ Indirect (Writing to Inform; Concept Formation)
_X_ Experiential (Games)
___ Independent Study
___ 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.

Students will write a sentence and draw a picture of an expectation for students in second grade.
Students will identify ten second grade expectations by selecting them from an array of 22 choices.

Brief Summary of Unit:

Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do an (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will

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identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the Smart Board or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.

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

Previous school expectations.
Vocabulary: compare, behavior

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Unit #1 Title: Great Expectations!

Lesson Title: 2nd Grade Great Expectations **Lesson:** 1 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standards (GLS):
AD.5.A.02.a.i: Develop strategies to meet increased school expectations.

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)

2nd Grade Expectations game cards (cut apart prior to lesson)
Coloring materials provided by the students
Chart paper, dry erase board, or chalk board

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
	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 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 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 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	6. Participating in formal and informal presentations

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		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	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will be able to identify at least 10 expectations for second grade students from an array of 22 choices.

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 be able to identify expectations of second grade students from a pool of choices.

Lesson Preparation

Essential Questions:
How do expectations change over time? Why do expectations matter?

Engagement (Hook):
How many of you like to play games? Today we are going to play the *2nd Grade Expectation* game. What is important to do when you play a game with others as a 2nd grader? (e.g. respectful, responsible behavior, play fair)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: *The counselor will cut up the game cards from the game sheet before the lesson starts.*	
1. Counselor shares with the students that they are going to play the *2nd Grade Expectations* … game.	1. Students sit in circle and participate in the game when selected.
2. Before the game starts, the counselor will draw the following graphic organized chart. On the chart paper they will write in the middle *2nd Grade Expectations*. Divide the	2. Students will review the use of the graphic organizer illustration.

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lists into two sides (appropriate behavior and inappropriate behavior): 2nd Grade Expectations Appropriate Behavior | Inappropriate Behavior	
3. Game Directions: Individual students will be selected to draw a game card and read it out loud. A second student is selected to determine if the statement is an appropriate or inappropriate expectation for a 2nd grader in school. They then tape the card under the correct column on the chart paper.	3. Students will play the game and decide which behaviors are appropriate or inappropriate 2nd grade expectations.
4. After all cards are drawn the counselor will review the behaviors, which were appropriate and or inappropriate with the students.	4. The students will discuss why behaviors are appropriate or inappropriate.
5. After the game and discussion the counselor shares with students that they will keep the chart for the next lesson. During the next session they will continue to discuss the expectations for 2nd graders in school.	5. Students will participate in the conclusion of the lesson.

Teacher Follow-Up Activities

Teacher will review the chart and reiterate the expectations of 2nd grade students.

Counselor reflection notes (completed after the lesson)

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***2nd Grade Expectations* … Game Cards**. Cut out cards before starting the lesson.

Put on a bathing suit to come to school this morning.	You got yourself up this morning.
Mom gave you coins this morning for lunch money.	You dressed yourself this morning.
Stayed up until midnight last night to complete all of your assignments or homework.	You listen carefully in class.
Do your homework without being told.	You crawl on the floor when lining up to go to P.E.
Put your name on your paper.	Follow school and classroom rules.
You push kids in line.	Keep your desk/table space organized.
You drink from a baby bottle at lunch.	Do your best in class.
Like to get along with people.	Throw things at others on the playground.
You sit in your seat at school.	You cheat when playing a game at recess.
You raise your hand in class.	You laugh at others when they make a mistake.
You show respect to others.	You throw paper on the floor in class.

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Unit #1 Title: Great Expectations!

Lesson Title: I am Proud To Be 2nd Grader **Lesson:** 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standards (GLS):
AD.5.A.02.a.i: Develop strategies to meet increased school expectations.

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 Activity Sheet *I'm Proud To Be a 2nd Grader*
Coloring materials provided by the students
Chart paper from the last class

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
	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 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 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 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	6. Participating in formal and informal presentations

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		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	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will be able to identify and express an expectation for 2nd grade students by drawing a picture and writing a sentence.

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 write a sentence and draw pictures of what is expected of them in 2nd grade.

Lesson Preparation

Essential Questions:
What happens when a student doesn't meet the expectations of what is needed to be a successful student at their grade level? Why are expectations important? How do expectations change?

Engagement (Hook):
Post the chart used during the last lesson. Review the chart of 2nd grade expectations with students.

Procedures

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Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review chart below. 2nd Grade Expectations Appropriate Behavior | Inappropriate Behavior	1. Students will review the illustration.
2. After reviewing the chart the counselor will hand out the student activity sheet, *I'm Proud To Be a 2nd Grader*. Counselor will ask students to draw a picture of a skill or behavior they need to do in 2nd Grade to be successful. Students will write a brief sentence or paragraph of why this behavior is an important expectation for a 2nd grader.	2. Students will complete the activity sheet.
3. The counselors will divide the students into small groups of three or four students. The counselor will review the group rules. a. Take turns b. Share ideas responsibly. c. Listen respectfully to others' ideas.	3. Students will divide into small groups and discuss ideas (following the group rules) about ways to demonstrate 2nd grade pride.
4. The counselor asks each group to share some of the ideas discussed in the small groups *I Am Proud To Be a 2nd Grader*.	4. Students share ideas with the class.
5. The counselor will collect the sheets and share them with the classroom teacher.	5. The students turn in their activity sheets to the counselor.

Teacher Follow-Up Activities

Teacher will review the student sheets and send them home with the students to share with their parents. Teacher can reiterate the expectations of 2nd grade students.

Counselor reflection notes (completed after the lesson)

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Name: _____

"I'm Proud to Be a 2nd Grader"

Draw a picture of a positive expectation for a 2nd grade student.

This is important in 2nd grade because:

_____

_____

_____

_____

_____

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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 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: Great Expectations! Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do and (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the chalkboard or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each

ESSENTIAL QUESTIONS:

1. How is your life different as you get older?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.		AD.5.A.02.a.i: Develop strategies to meet increased school expectations.		RF.2.3 RF.24 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 3

2. The student will write a sentence and draw a picture of what these strategies are.		AD.5.A.02.a.i		RF.2.3 RF.24 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	AD A.	Level 3

ASSESSMENT DESCRIPTIONS*:

Students will write a sentence and draw a picture of an expectation for students in second grade.
Students will identify ten second grade expectations by selecting them from an array of 22 choices.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction
1 2	See: Lesson 1 2nd Grade Great Expectations Lesson 2 I am Proud To Be a 2nd Grade

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)r				
1 2	See: Lesson 1 2nd Grade Great Expectations Lesson 2 I am Proud To Be a 2nd Grader				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1) _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared (Ls. 2) – reading, listening, viewing, thinking	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion __x___ Writing to Inform (Ls. 2) __x___ Concept Formation (Ls. 1) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations ___x__ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ 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-Gr2-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr2-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 to Succeed in Third Grade **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of 3rd grade

Lesson Titles:
Lesson # 1: Acting Like a Third Grader (Part 1)
Materials/Special Preparations Required:
Chart paper and markers (smart board, dry erase board could be used)
4 hats with K, 1,2, and 3rd grade signs
Activity Sheet - Skit Script Sheet and pencils

Lesson # 2: Acting Like a Third Grader (Part 2)
Materials/Special Preparations Required:
Chart paper from last lesson
1 hat
Activity Sheet - Skit Script Sheet and pencils

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard(s) (GLS):
AD.5.A.03.a.i:Revise and practice strategies to meet increased school activities. (DOK Level - 3)

American School Counselor Association National Standard (ASCA):
Academic School
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 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 2. Develop and apply strategies based on ways others have prevented and solved problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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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	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	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

What do people expect you to do?

Unit Measurable Learning Objectives:

The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Demonstrations)
_X_ Indirect (Reflective Discussion)
_X_ Experiential (Role-playing)
___ Independent Study
_X_ Interactive Instruction (Role Playing; 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.

Skits written and performed by students will demonstrate the skills and behaviors used by 3rd graders to succeed.

Brief Summary of Unit:

Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.

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

Develop strategies to meet increased school expectations
K, 1, 2 expectations
Vocabulary: Expectations

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Unit #1 Title: How to Succeed in Third Grade

Lesson Title: Acting Like a Third Grader (Part 1) **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):
AD.5.A.03.a.i: Revise and practice strategies to meet increased school activities

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)

Chart paper and marker for chart paper.
4 hats with K, 1,2, and 3rd grade signs
Activity Sheet - Skit Script Sheet and 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 1. Develop questions and ideas to initiate and refine research 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 2. Develop and apply strategies based on ways others have prevented or solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health

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	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.

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 work as teams to write skits exemplifying skills and behaviors expected of third grade students.

Lesson Preparation

Essential Questions:

Why do expectations change over time?
How can people meet changing expectations?

Engagement (Hook):

Counselor brings in four different hats. On each hat the following is written: Hat 1 – Kindergartener, Hat 2 – 1st Grader, Hat 3 – 2nd Grader, Hat 4 – 3rd Grader. The counselor can put on each hat or select four different students to wear the hats. If students wear hats, make sure you only let one student wear the hat and then wash the hats after the activity. Tell a little story about the different school expectations of K, 1, and 2 or have student contribute ideas to the story. Talk about academic and social expectations. Then lead in to the lesson of what is expected of a successful 3rd grade student.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask students how 3rd grade is going so far. What are the differences between 2nd grade and 3rd grade?	1. Students will raise their hands and share how 3rd grade is going so far. Students will share the differences from 2nd grade to 3rd grade?
2. Counselor asks students to brainstorm expectations for successful 3rd grade students. The counselor will write ideas on the chart paper as students brainstorm. They will look at this list and highlight the	2. Students will brainstorm expectations for 3rd grade.

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ones that are new for 3rd grade. Some skills will be continued from grade to grade.	
3. You are going to be skit writers and actors. The counselor will divide students into small groups of 3 or 4 students.	3. Students develop a skit and then role-play situations they have observed in their third grade experience.
4. Before starting the counselor will review the rules for working in small groups. a. Share ideas by taking turns. b. Listen to ideas respectfully. c. Be a responsible group member.	4. Students will review the rules and discuss the importance of each rule.
5. Each group will be given an expectation from 3rd Grade list brainstormed in step # 2. In the small groups the students will write a skit based on this expectation.	5. Students will work together in small groups to write a skit. Once the skit is written the students will decide who is going to play what part and practice the skit.
6. The counselor collects the skit activity sheets and shares with students that they will continue to work on the skits next session and perform the skits for the rest of the class.	6. Students finish up their work in groups.

Teacher Follow-Up Activities

Teacher continues to enforce grade level expectations and requirements.

Counselor reflection notes (completed after the lesson)

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Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:	**Student:**
_____	_____
_____	_____
_____	_____
_____	_____

Skit lines:

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Unit #1 Title: How to Succeed in Third Grade

Lesson Title: Acting Like a Third Grader (Part 2) **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):
AD.5.A.03.a.i: Revise and practice strategies to meet increased school activities.

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)

Chart paper with 3rd grade expectations from last session
1 hat – 3rd grade hat from last session
Pencil
Skit Script Activity Sheet

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 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 2. Develop and apply strategies based on ways others have prevented or solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental

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		health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will work with a team of two or more students to perform a skit exemplifying at least two additional strategies or skills expected of third grade students

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.

Skit performed by students will demonstrate the skills and behaviors used by 3rd Grade students to succeed in school that was not required of them in second grade.

Lesson Preparation

Essential Questions:

Why do expectations change over time?
How can people meet changing expectations?

Engagement (Hook):

Remind students that they are going to continue their work on skits in small groups.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor divides the students back into the same small groups of 3 or 4 students.	1. Students will prepare to continue their work in small groups.
2. Before starting their group work the counselor will review the rules for working in small groups. a. Share ideas by taking turns. b. Listen to ideas respectfully. c. Be a responsible group member. d. Everyone is an important group member.	2. Students will review the rules and discuss the importance of each rule.
3. The counselor instructs each group to continue working on their skit and practicing their role-play. The counselor	3. Students will work together in small groups to write a skit. Once the skit is written the students will decide who is going to play

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helps supervise this process to give suggestions if needed.	what part and practice the skit.
4. The counselor instructs each small group to perform their skit. Before starting the skit the counselor will remind the class to listen respectfully and be a responsible class member.	4. Students perform their skits.
5. After each skit the counselor reviews the importance of the topic performed.	5. Students contribute ideas of why the expectation is important for 3rd grade students.
6. When all of the skits have been performed the counselor closes the class by waving the wand and saying to the students, "You are now 3rd grade students in the present time."	6. The students bring themselves back to the present time and close the class with the counselor.

Teacher Follow-Up Activities

Teacher continues to enforce grade level expectations and requirements. The teacher will review the skit activity sheets students wrote.

Counselor reflection notes (completed after the lesson)

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Skit Script Activity Sheet

3rd grade expectation for skit: _____

Character Parts:	**Student:**
_____	_____
_____	_____
_____	_____
_____	_____

Skit lines:

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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 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: How to Succeed in Third Grade Students will identify skills necessary for success in third grade, particularly those not used in previous grades. They will practice the new skills by acting out skits demonstrating their use.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each

ESSENTIAL QUESTIONS:

1. What do people expect you to do?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work with a team of two or more to create a skit exemplifying at least two additional strategies or skills expected of third grade students.		AD.5.A.03.a.i: Revise and practice strategies to meet increased school activities.		RL.3.6 RF.3.3 W.3.3 W.34 W.3.8 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 3

ASSESSMENT DESCRIPTIONS*:

Skits written and performed by students will demonstrate the skills and behaviors used by 3rd graders to succeed.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect

	__x__ Experiential _____ Independent study __x__ Interactive Instruction
1	**See Lessons**: Lesson # 1: Acting Like a Third Grader (Part 1) Lesson # 2: Acting Like a Third Grader (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	**See Lessons**: Lesson # 1: Acting Like a Third Grader (Part 1) Lesson # 2: Acting Like a Third Grader (Part 2)

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr3-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr3-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: Fourth Grade Transitioning **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of school year

Lesson Titles:
Lesson # 1:Tic-Tac-Toe Do's and Don'ts
Materials/Special Preparations Required
TIC TAC TOE Game Card and crayons for each student
Project or display example of *TIC TAC TOE Game Card*

Lesson # 2: What's In Your Bag?
Materials/Special Preparations Required
Pencils and writing paper.
A book bag filled with 4th grade toys, a dictionary, pencils, paper, crayons, binder, dividers, markers, an old (or toy) cell phone, a lighter, etc.

Missouri Comprehensive Guidance and Counseling Domain:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):
AD.5.A.04.a.i:Refine and apply strategies emphasizing individual responsibility for educational tasks and skills. (DOK Level - 4)

American School Counselor Association National Standard (ASCA):
Academic School
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 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 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 7. Evaluate the extent to which a strategy addresses the problem

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X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information 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 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	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	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How can behaviors be appropriate or inappropriate?

Unit Measurable Learning Objectives:

The student will identify four behaviors that are related to being successful in the fourth grade.
The student will name five items to have at school and the reasons that each is appropriate.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-reading, listening, viewing, thinking)
_____ Indirect
__X__ Experiential (Games)
_____Independent Study
__X__ Interactive Instruction (Discussion; Problem Solving)

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 discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.

Brief Summary of Unit:

Fourth grade students need a number of appropriate skills and behaviors in order to be successful.

- In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete.

- In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student's success (books, electronic games, or ruler). Through small

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group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.

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

Students need to have learned the skills and behaviors learned in previous grades.

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Unit #1 Title: Fourth Grade Transitioning

Lesson Title: Tic-Tac-Toe Do's and Don'ts **Lesson:** 1 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):
AD.5.A.04.a.i: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.

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)

TIC-TAC-TOE Game Card
Example of TIC-TAC-TOE Game Card
SmartBoard
Crayons 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 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 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 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 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 deadlines and accomplish goals.

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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	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	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify four behaviors that are related to being successful in the fourth grade.

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 identify and discuss behaviors that are associated with them being successful in fourth grade.

Lesson Preparation

Essential Questions:

What strategies will I need to be successful in fourth grade?
How will these help me prepare for middle school?

Engagement (Hook):

Counselor makes the following statements:

- Jackie uses the dictionary to look up words that she doesn't know how to spell.
- Johnny reads a book quietly when he is done with his classwork.
- Louie runs down the hall when no one is looking.
- Mark starts to read his book the night before his book report is due.
- The night before a big test, Carla stays up until midnight studying.
- Taylor uses a planner to keep track of all her assignments and activities.

Then counselor asks: Who is doing the right thing? Who is not?
Counselor announces the Tic-Tac-Toe game.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, counselor lets the students know that they are going to play a game called Tic-Tac-Toe to see which behaviors and skills they currently have.	1. Students receive *TIC-TAC-TOE Game Card* and complete it with 2 different color crayons.
2. Counselor hands out the game cards to the students and lets them complete it. Counselor asks student volunteers to share answers.	2. Students look at the SmartBoard and check their *TIC-TAC-TOE Game Card*. Students discuss their answers with the counselor.
3. Counselor displays game card on SmartBoard and discusses each item with the students.	3. Students respond to counselor questions throughout the lesson.
4. Counselor goes back to the statements from the beginning of the lesson (see # 1). Counselor generates questions from these statements and has students respond to these verbal questions regarding behaviors and responsibilities of 4th grade students.	4. Students respond to the verbal questioning regarding behavior and responsibilities of 4th grade students.

Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4th grade students.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

TIC TAC TOE Game Card

Please mark an X for all TRUE answers with a certain color crayon and put an O for all FALSE answers with a different color crayon in the TIC TAC TOE box.

1. I complete work with no reminding or nagging from teachers or parents.
2. I am able to solve problems without fighting.
3. Keeping my desk and supplies organized is not important.
4. I turn in all of my homework assignments late.
5. Using an organized system of keeping up with assignments is important to school success.
6. I only follow classroom and school rules when I feel like it.
7. I stay up late (past 10:00p.m.) playing video games or watching TV on school nights.
8. I destroy property when I get angry.
9. I use time wisely at school because I want to do my best.

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

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Unit 1 Title: Fourth Grade Transitioning

Lesson Title: What's In Your Bag? **Lesson:** 2 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):
AD.5.A.04.a.i: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.

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)

Book bag filled with 4th grade toys (i.e. Yugi Oh card, baseball card, Play Station Portable, or Gameboy), old cell phone, dictionary, binder, pencils, paper, pens, notebooks, lighter, thick pencil and various other appropriate and inappropriate items for 4th grade students to have at school.
Paper and pencil for each group.

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 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 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 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 deadlines and accomplish goals.

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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	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	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will name five items to have at school and the reasons that each is appropriate.

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 generate a list of appropriate items for 4th Grade students to have at school and explain the reasoning behind the items.

Lesson Preparation

Essential Questions:

What strategies will I need to be successful in fourth grade?
How will these help me prepare for middle school?

Engagement (Hook):

The counselor will take items to the classroom that are typically in a fourth grade student's book bag, and then will ask the students to guess what is in the book bag.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask the students to guess what is in the bag. If students guess an item, the counselor will pull out the item from the bag. After a few minutes the counselor will proceed to pull out the remaining items from the bag.	1. Students guess what is in the counselor's bag.
2. Counselor will divide the class into groups and have them determine what items are	2. Students will break into small groups and discuss appropriate items for 4th grade

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appropriate for 4th grade students to have at school.	students to have in school.
3. Counselor will ask the groups to discuss their appropriate items and reasoning.	3. Each group will develop a list of appropriate items and inappropriate items. They will have to discuss why they are appropriate and inappropriate.
4. Counselor will lead a discussion on how organization can help in life.	4. Students contribute to discussion.

Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4th grade students.

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 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: Fourth Grade Transitioning	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 30 minutes each
Fourth grade students need a number of appropriate skills and behaviors in order to be successful. In Lesson 1, the counselor sets the stage by reading several statements, which represent a range of behaviors from inappropriate to appropriate. Students participate in a game of Tic-Tac-Toe and check their responses in a class discussion when the game is complete. In Lesson 2, the counselor brings a book bag filled with success related items that will help or hinder a student's success (books, electronic games, or ruler). Through small group discussion, students generate a list of items for a fourth grader to have at school in his/her book bag and the reasoning for each item.	

ESSENTIAL QUESTIONS:

1. How can behaviors be appropriate or inappropriate?

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 four behaviors that are related to being successful in the fourth grade.		AD.5.A.04.a.i: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.		RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	AD A Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and	Level 4

					across the lifespan.	
2. The student will name five items to have at school and the reasons that each is appropriate.		AD.5.A.04.a.i		RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	AD A	Level 4

ASSESSMENT DESCRIPTIONS*:

Students will discuss and display appropriate fourth grade behavior and have only appropriate fourth grade items at school.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 Tic-Tac-Toe Do's and Don'ts Lesson 2 What's In Your Bag?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 Tic-Tac-Toe Do's and Don'ts Lesson 2 What's In Your Bag?

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	tructured Overview ecture xplicit Teaching rill & Practice ompare & Contrast idactic Questions emonstrations ___x__ Guided &	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations __x___ Games (Ls. 1) _____ Storytelling _____ Focused Imaging _____ Field Observations	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2) _____ Laboratory Groups _____ Think, Pair, Share

	Shared (Ls. 1) - reading, listening, viewing, thinking	_____ Concept Attainment _____ Cloze Procedure	_____ Role-playing _____ Model Building _____ Surveys	_____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr4-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr4-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: Transitioning To Middle School **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: Approximately 45 minutes for each lesson

Best time of year to implement this Unit: Last quarter of 5th grade

Lesson Titles:

Lesson 1: Middle School Here I Come! (Part 1)

Materials/Special Preparations Required:

Combination Locks of some kind (lockers, tool chests, locks etc.)
Directions on how to open a combination lock
Activity Sheet - *Expectations and Skills Needed to be Successful in Middle School*

Lesson 2: Middle School Here I Come! (Part 2)

Materials/Special Preparations Required:

Activity Sheet. - *Transition to Middle School*
Transition to Middle School Instruction Sheet
Provide written information about middle school or invite the Middle School Counselor/Teacher to talk with students about expectations.
Activity Sheet - *Future Plan of Action*

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLS):

AD.5.A.05.a.i: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure. (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 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.
	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

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	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	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. 7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do we have certain memories? How are transitions associated with life?

Unit Measurable Learning Objectives:

The student will have one successful opening of a combination lock.
The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.
The student will identify nine goals for middle school by completing one "Plan of Action" activity sheet.
The student will develop a plan of action for one goal to accomplish before transitioning to middle school.

Unit Instructional Strategies/Instructional Activities:

_X__Direct (Drill & Practice; Guided & Shared-reading, listening, viewing, thinking)
_X__Indirect (Reflective Discussion; Concept Formation)
_____ Experiential
____ Independent Study
_X__Interactive Instruction (Discussion; Cooperative Learning; Problem Solving)

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 learn to open a combination lock.
Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.

Brief Summary of Unit:

Students will review the information about transition and determine if they are ready to transition to middle school. Expectations and skills will be identified to help students be

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successful in middle school.

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

Knowledge of skills needed to be successful in school.

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Unit #1 Title: Transitioning to Middle School

Lesson Title: Middle School Here I Come! (Part 1) **Lesson**: 1 of 2

Grade Level: 5

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Domain:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):
AD.5.A.05.a.i: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.

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)

Combination locks (toolbox, locker, etc.)
Directions to open a combination lock (one for each group)
Activity Sheet - *Expectations and Skills Needed to be Successful in Middle School*

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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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		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will have one successful opening of a combination lock.
The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle 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 open a combination lock. Students will prioritize skills that will lead to success in middle school.

Lesson Preparation

Essential Questions:

What educational strategies do students need in order to make a smooth transition to middle school?

Engagement (Hook): Counselor begins struggling to open a combination lock. Counselor asks: "How many of you are worried about having enough time to go to your locker and get to your classes in middle school? How many of you have ever used a combination lock before?" Counselor explains to class that they will be divided into small groups (depending on how many locks the counselor has to use during the class). Each group will have a combination lock that they will work together to open. No instructions are given to the group the first time the groups try to open the lock. The counselor tells the groups they have 3 minutes to work together to open the lock.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor sets a timer and stops the groups after 3 minutes. The counselor asks the students to raise their hands if they were able to open the lock. Did they have enough time? Why were they not able to open their lock?	1. Most groups will not be able to open the lock without further instruction. The students will indicate that they needed more time and more information.

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2. Is it important to be organized and have enough information to finish something in a certain amount of time? Do you think you will need organization and self-management skills in middle school to be successful?	2. Students identify reasons to be organized and have good self-management skills.
3. Do you need more information in order to open the lock in the 3-minute time frame? If so, the counselor gives the students directions on how to open the lock and gives them the same timeline of 3 minutes to open the lock. Also, the counselor talks with the groups about taking turns and making sure all students get a chance to practice opening the lock (3 minutes for each person in the group).	3. The students use the directions given and open the lock. All groups should be able to do this.
4. The counselor will monitor students opening the lock and discuss their success in the 3-minute time frame.	4. Once students open the lock, discuss the process and relate the importance of having the correct directions and skills to complete a task.
5. The counselor explains that there are many activities and events students will have to adjust to when transitioning to middle school. Having the appropriate skills to be successful in middle school is like having the right directions to opening the lock. Many things will open for you when you have the right skills. You will need to take things step by step in learning expectations, just like you have been doing these past 6 years in elementary school.	5. Students participate in this discuss.
6. The counselor will work with students as they complete the Activity Sheet - *Expectations and Skills Needed to be Successful in Middle School*. He or she will highlight the key points as students rate themselves on each expectation/skill.	6. The students will complete the activity sheet with the counselor's guidance. Students will add their own ideas at the end of the sheet and share their ideas with the classroom group.
7. The counselor asks the students to keep their Expectation/Skills Activity Sheets or counselor may want to collect them for use during the next lesson. The counselor closes by letting the students know they will	7. Students will participate in the closing of the lesson.

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continue to talk about transitioning during the next lesson.	

Teacher Follow-Up Activities

The teacher will reinforce the Expectation/Skills list with the students during classroom activities.

Counselor reflection notes (completed after the lesson)

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HOOK ACTIVITY

Prepare the directions that work for the combination locks you are using.

Sample Directions to open the lock:

Pretend Combination: 12 - 25 - 4

Steps to opening the lock:

1. Clear the lock by moving the dial one complete circle in both directions.
2. Start at 0
3. Turn the dial directly to the right to the number 12 and stop.
4. Turn the dial left past 25 once and then go directly to 25 and stop.
5. Turn the dial to the number 4 and stop.
6. The lock should open.
7. If not, re-read the directions on how to open the combination.

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Expectations and Skills
Needed to be Successful in Middle School

Expectation/Skills	**I have this skill.**	**I do okay with this skill.**	**I need to keep working on this skill.**
I am organized.			
I know how to open a combination lock.			
I complete my schoolwork.			
I know how to complete a daily assignment planner.			
I finish my assignments on time.			
I get to school on time.			
I know where to go for help if I don't understand something.			
I am a positive member of a team.			
Add your own information…			

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Unit #1 Title: Transitioning to Middle School

Lesson Title: Middle School Here I Come! (Part 2) **Lesson:** 2 of 2
Note: For best results you may want to spread this lesson over 2 class sessions.

Grade Level: 5

Length of Lesson: 40-60 minutes

Missouri Comprehensive Guidance and Counseling Domain:
AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Standard (GLS):
AD.5.A.05.a.: Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.

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)

Activity Sheet. – *Transition to Middle School*
Transition to Middle School Instruction Sheet.
Provide written information about middle school and invite the middle school Counselor(s)/Teacher to talk with students about expectations.
Activity Sheet - *Future Plan of Action*

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
	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

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

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

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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify nine goals for middle school by completing one "Plan of Action" activity sheet.
The student will develop a plan of action for one goal to accomplish prior to transitioning to middle 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 write and implement a plan of action for the future setting goals to be successful in school.

Lesson Preparation

Essential Questions:
What does the word transition mean? Are you in transition? If so, how?

Engagement (Hook): Counselor begins lesson by sharing a memory of his/her elementary school years. The counselor will give the students a Transition to Middle School Activity Sheet. Students will complete the sheet with the guidance of the school counselor.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Note: Completing the activity sheet together will allow the counselor to assess the engagement of individual students.	
1. The counselor asks the students to share their thoughts and concerns about transitioning to middle school from the *Transition to Middle School* activity sheet. Use the *Transition to Middle School Instruction Sheet*.	1. Students reflect on the elementary school experience as well as their thoughts and concerns about transition to middle school.

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2. Counselor has students write any questions they might have about transitioning to middle school at the bottom of the activity sheet and on index cards. Index cards are given to middle school counselor.	2. Students write down any questions or concerns they might have at the bottom of the activity sheet.
3. At this time or during the next session the counselor provides information about middle school or introduces the middle school counselor/teacher to talk about middle school transition.	3. Students will share their questions and concerns at this time.
4. At the end of class the counselor will have students complete the activity sheet - *Future Plan of Action* to set any goals they might need to complete before transitioning. Counselor encourages students to implement their *Future Plan of Action* as they continue to talk about transition to middle school.	4. Students complete their *Future Plan of Action* activity sheet. Students will implement their plan of action.
5. Counselor and students bring closure to the lesson by completing Section 7 of *Transition to Middle School* activity sheet and sharing 5th grade memories using large group process described in Section 1.	5. One student will share a 5th grade memory and then invite someone else to share a memory.

Teacher Follow-Up Activities

The teacher will review the *Transition to Middle School and Future Plan of Action* activity sheets. Also, the counselor will continue to reinforce skills needed to transition to middle school.

Counselor reflection notes (completed after the lesson)

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TRANSITION TO MIDDLE SCHOOL
INSTRUCTION SHEET

Developed by: Carolyn Magnuson

As each section is completed, prompt students to talk with a partner or larger group. The counselor will use dry erase board/SmartBoard/other visual display during the lesson to collect ideas. The ideas generated will be saved for the teacher to use in the future, or for the counselor to use during the next session.

Section 1: Special memories are those that stand out from the rest…they include memories of adults and peers, as well as events (e.g. field trips, honors). Share with a partner, and then with the larger group (if you feel comfortable doing so). The process continues until all students who want to share have had an opportunity to share a memory.

Section 2: Thoughts about transition to middle school… Getting ready for something new brings mixed feelings. We are excited about new opportunities and worried or anxious about the unknown and/or not knowing what to do (e.g. getting lost between classes, larger school). After writing positive thoughts and concerns about transition to middle school share thoughts with your partner. Also, share thoughts with the larger group and develop a list of mutual positive thoughts and concerns using dry erase board/SmartBoard/other visual display. Discuss common concerns. Some students may want to write a question or concern in Section 6 to discuss further with middle school counselors.

Section 3: Involvement - Middle school offers many opportunities for involvement in organizations/activities of interest. Have students share their ideas. If students aren't aware of the activities offered, then encourage them to list questions to ask the middle school counselor(s) for more information.

Section 4: Friendship - Friends are treasures! Make sure the friends you choose are GENUINE TREASURES! When the qualities you seek have been written, share your ideas with the larger group. The counselor will record ideas using dry erase board/SmartBoard/other visual display …*"Qualities I treasure in a friend*." Discuss the challenges of making and keeping friends and the importance of choosing your friends wisely.

Section 5: Changes - Use these ideas when developing the *Future Plan of Action* activity sheet.

Section 6: Questions - Have students write questions on index cards to share when the middle school counselor(s) visits the classroom to talk about transition.

Section 7: 5th grade memories - Follow procedure suggested for large group sharing in #1.

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TRANSITION TO MIDDLE SCHOOL

Developed by: Carolyn Roof

Name _____ **Date** _____

School _____ **Class** _____

Section 1: Write one special memory you have about elementary school at each grade level.

Kindergarten - _____

1st Grade - _____

2nd Grade - _____

3rd Grade - _____

4th Grade - _____

Section 2: What are your thoughts about transitioning to middle school?

Positive thoughts	Concerns
a.	a.
b.	b.

Section 3: What are three things you would like to get involved in at middle school?

a.
b.
c.

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Section 4: List three qualities you want to have in a friend in middle school.

a.
b.
c.

Section 5: Are there things you need to change about yourself or skills you need before moving to middle school? If so, what?

a.
b.
c.

Section 6: What questions would you like to ask a middle school counselors/teacher?

Section 7: List one or two memories you will take with you about 5th Grade.

a.
b.

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Name: _____ Date: _____

Future Plan of Action

What do I need to improve?

_____

_____

_____

I want to improve the following.

_____

_____

_____

I will take the following steps to improve.
Steps:

1. _____
2. _____
3. _____

Follow up evaluation: How did I do?

_____

_____

_____

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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: Transitioning To Middle School Students will review the information about transition and determine if they are ready to transition to middle school. Expectations and skills will be identified to help students be successful in middle school.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD:** 45 minutes each

ESSENTIAL QUESTIONS:

1. Why do we have certain memories?
2. How are transitions associated with life?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will have one successful opening of a combination lock.		AD.5.A.05.a. Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.		RI.5.3 RI.5.4 RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 3
2. The student will complete an activity sheet to self-assess her/his expectations and skills needed to be successful in middle school.		AD.5.A.05.a.		RF.5.3 RF.5.4 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3

3. The student will identify nine goals for middle school by completing one “Plan of Action” activity sheet.		AD.5.A.05.a.		RI.5.3 RI.5.4 RF.5.3 RF.5.4 W.5.1 W.5.2 W.5.8 SL.5.1 SL.5.2 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3
4. The student will develop a plan of action for one goal to accomplish before transitioning to middle school.		AD.5.A.05.a.		RI.5.3 RI.5.4 RF.5.3 RF.5.4 W.5.1 W.5.2 W.5.8 SL.5.1 SL.5.2 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 3

ASSESSMENT DESCRIPTIONS*:

Students will learn to open a combination lock.
Students will identify nine goals for transitioning to middle school and develop a plan of action for one goal.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_X__ Direct _X__ Indirect _____ Experiential _____ Independent study _X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Middle School Here I Come! (Part 1) Lesson 2 Middle School Here I Come! (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1 Middle School Here I Come! (Part 1) Lesson 2 Middle School Here I Come! (Part 2)

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr5-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD5-Gr5-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: Skills for School Success **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of school year

Lesson Titles:
Lesson # 1 The Learning Book (Part 1)
Materials/Special Preparations Required:
Learning Book Activity sheet
Crayons or colored pencils
Picture cards
Copy of *The Learning Song*

Lesson # 1 The Learning Book (Part 2)
Materials/Special Preparations Required:
Learning Book Activity sheet (started in the previous lesson)
Crayons or colored pencils
Copy of *The Learning Song*
Pictures of skills (6 cards)
Scissors
Stapler

Missouri Comprehensive Guidance and Counseling Domain:
AD.6: Developing and monitoring Personal Plan of Study.

Grade Level Standard (GLS):
AD.6.A.K.a. Identify the skills needed to be a successful learner. (DOK Level -1)

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
X	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

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

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

Unit Essential Questions:

What does it look like to be a successful learner?
What does success look like?

Unit Measurable Learning Objectives:

The student will create a *Learning Book* depicting five skills for learning.
The student will learn and sing *The Learning Song*.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Explicit Teaching; Guided & Shared-Reading, Listening, Viewing, Thinking)
____ Indirect
_X_ Experiential (Simulations)
_X_ Independent Study (Learning Activity Packages)
_X_ 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.

The student will create a *Learning Book* depicting five skills for learning.

Brief Summary of Unit:

Students will review basic learning skills by making a book and singing *The Learning Song.*

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

Basic learning skills

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Unit #1 Title: Skills for School Success

Lesson Title: The Learning Book (Part 1) **Lesson:** 1 of 2

Grade Level: K

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.K.a. Identify the skills needed to be a successful learner.

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 Book activity sheet
Crayons or colored pencils
Picture cards (set of 6)
Copy of *The Learning Song*

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
X	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

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	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create a *Learning Book* depicting five skills for learning.

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 students will create a *Learning Book* about important skills needed to be a learner.

Lesson Preparation

Essential Questions:

What does a successful learner do?

Engagement (Hook):

"Today you're going to pretend you are illustrators and make your own *Learning Book*. What do you think it is going to take to be an illustrator? Students will respond with follow directions, draw pictures, neat work and listen to the teacher. Ask the students to state what they think would be important skills to include in a *Learning Book*. The counselor will share the six picture cards (attached) and ask students if these would be important skills. Students will state why each skill is important.

1. Eyes on the speaker
2. Quiet feet, quiet hands (Quiet body in song)
3. Raise Hand
4. Quiet mouth
5. Use your ears

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will hand out a *Learning Book* activity sheet to each student. The counselor will review the steps of making the book with the students: a. Draw pictures b. Color the pictures c. Cut the squares apart. Do not cut the squares apart until the pictures are complete. Make the book by stapling pages together.	1. The students listen to steps.

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2. The counselor directs students to draw eyes in the square labeled **1. Eyes on Speaker**. Discuss why this skill is important. Assist those who are unable to follow directions.	2. Students will draw eyes in square 1. Students will raise their hand if they have questions.
3. The counselor directs students to draw hands and feet in the square of their book labeled **2. Quiet Bodies**. Discuss why this skill is important. Give examples of ways to have quiet hands and feet in different situations (at your desk, at group time on the carpet, walking in the hall, etc.).	3. Students will draw hands and feet in square 2. Students give examples of using quiet hands and quiet feet.
4. The counselor directs students to draw a child raising his or her hand in square **3. Raise my hand**. Counselor assists those who are unable to follow directions.	4. Students will draw a child raising his or her hand in square 3. Students will share ideas of when it is necessary to raise their hands.
5. The counselor directs students to draw a face with a mouth closed in square **4. Quiet mouth**.	5. Students will draw a closed mouth in square 4.
6. Counselor directs students to draw a picture of ears in square **5. Use my ears**. The counselor asks, "Why is it important to listen when you are being a learner?"	6. Students will complete the illustrations by drawing ears in square 5 and share ideas. (Example: It is important to be a good listener so you know what to do in class. So you can learn new things)
7. The counselors tell students they will color and cut out the book next class period.	7. The students will put their names on the activity sheet before turning it in.

Teacher Follow-Up Activities

Teacher will reinforce the skills introduced in the lesson and post the picture cards in the classroom.

Counselor reflection notes (completed after the lesson)

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The Learning Song

(Sung to the tune of *London Bridge Is Falling Down*)

This is how I learn in school,
Learn in school,
Learn in school,
This is how I learn in school,
Every day.

This is how I learn in school,
Eyes on speaker,
Eyes on speaker,
This is how I learn in school,
Eyes on speaker.

This is how I learn in school,
Quiet hands,
Quiet feet,
This is how I learn in school,
Quiet bodies.

This is how I learn in school,
Raise my hand,
Raise my hand,
This is how I learn in school,
Raise my hand.

This is how I learn in school,
Quiet mouth,
Quiet mouth,
This is how I learn in school,
Quiet mouth.

This is how I learn in school,
Use my ears,
Use my ears,
This is how I learn in school,
Use my ears.

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Learning Book Activity Sheet Student's Name _____

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

The Learning Book **Name: _____**	1. Eyes on speaker
2. Quiet body (hands and feet)	3. Raise my hand
4. Quiet mouth	5. Use my ears

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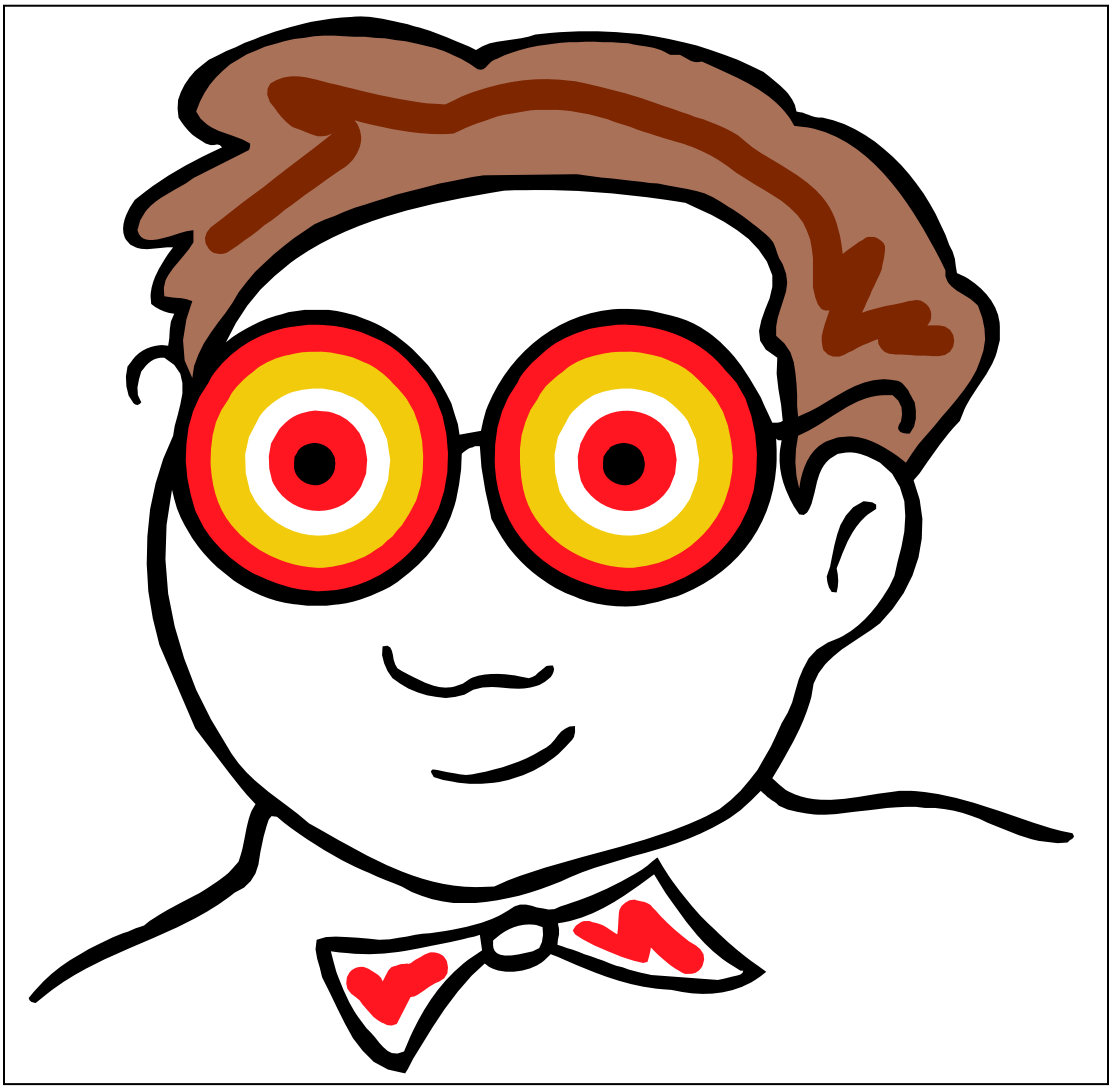

Eyes on speaker

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Quiet hands

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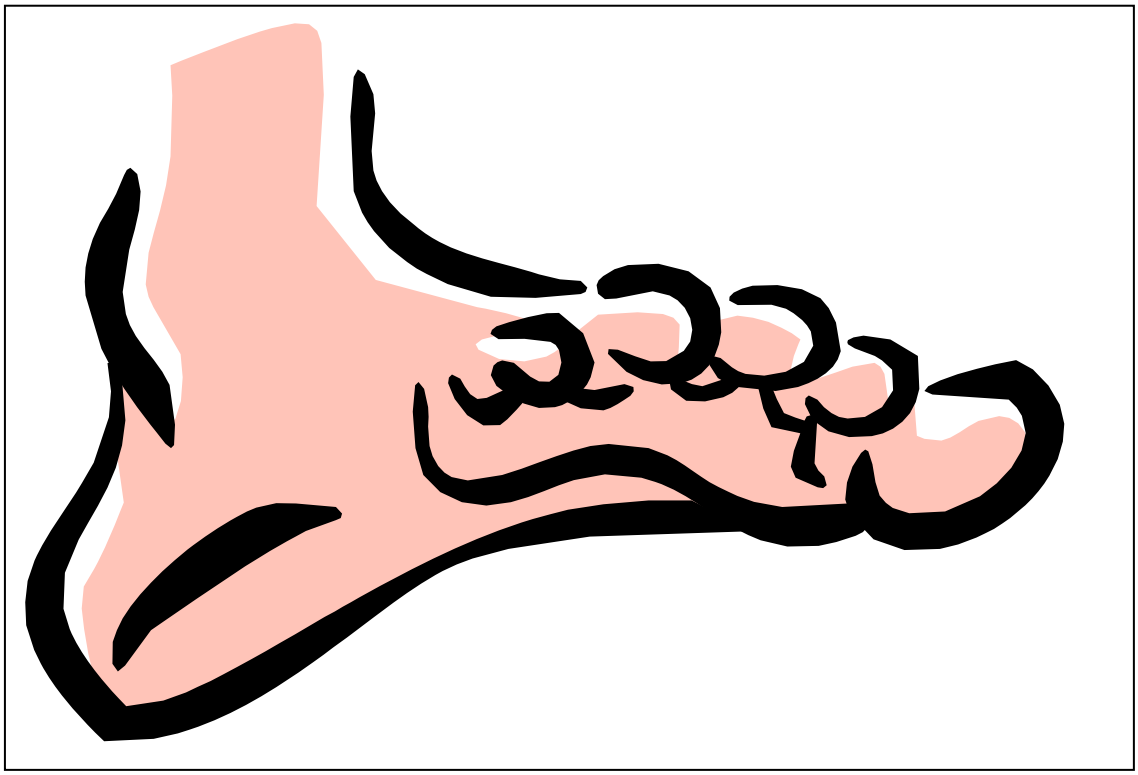

Quiet feet

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Raise your hand

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Quiet mouth

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Use your ears

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Unit #1 Title: Skills for School Success

Lesson Title: The Learning Book (Part 2) **Lesson:** 2 of 2

Grade Level: K

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.K.a. Identify the skills needed to be a successful learner.

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 Book activity sheet (begun in Lesson 1)
Crayons or colored pencils
Picture cards (six cards)
Copy of *The Learning Song*
Scissors
Stapler

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
X	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

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	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will learn and sing *The Learning Song*.

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 state the learning skills in a song.

Lesson Preparation

Essential Questions:

What does a successful learner do?

Engagement (Hook):

The counselor enters the room singing the *Learning Song* to the tune of *London Bridge is Falling Down*.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor gives each student a copy of the song and teaches the words to the students.	1. Students sing the song with the counselor.
2. The counselor hands out the students' *Learning Book* activity sheet from the last lesson. The students are instructed to illustrate the cover of their Learning Books (upper left- hand square on the sheet) and then to get out their crayons or colored pencils to color their pictures.	2. Students get out the correct materials and illustrate the covers of their Learning Books.
3. The counselor instructs students to follow the steps below. a. Review the pictures they drew last session. b. Color the pictures. c. Cut the squares apart. d. Put the book together in order.	3. Students will follow directions, and raise their hand if they have questions.

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4. When students raise their hands indicating they are finished with their books, the counselor staples the book together. Books will be kept in the classroom so that these books can be shared with the teacher and peers. Counselor will use books to reinforce the application of skills.	4. Students will raise their hand indicating they are ready to complete their learning book.
5. The counselor closes the lesson by singing the *Learning Song* with the students.	5. Students will sing the song. Students will take their books home after sharing them.

Teacher Follow-Up Activities

Teacher will reinforce the skills introduced in the lesson and review the *Learning Books* the students made. The teacher will be given a copy of the words to the song to help reinforce the lesson in the classroom throughout the week.

Counselor reflection notes (completed after the lesson)

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The Learning Song

(Sung to the tune of *London Bridge Is Falling Down*)

This is how I learn in school,
Learn in school,
Learn in school,
This is how I learn in school,
Every day.

This is how I learn in school,
Eyes on speaker,
Eyes on speaker,
This is how I learn in school,
Eyes on speaker.

This is how I learn in school,
Quiet hands,
Quiet feet,
This is how I learn in school,
Quiet bodies.

This is how I learn in school,
Raise my hand,
Raise my hand,
This is how I learn in school,
Raise my hand.

This is how I learn in school,
Quiet mouth,
Quiet mouth,
This is how I learn in school,
Quiet mouth.

This is how I learn in school,
Use my ears,
Use my ears,
This is how I learn in school,
Use my ears.

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Learning Book Activity Sheet Student's Name _____

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

The Learning Book **Name: _____**	1. Eyes on speaker
2. Quiet body (hands and feet)	3. Raise my hand
4. Quiet mouth	5. Use my ears

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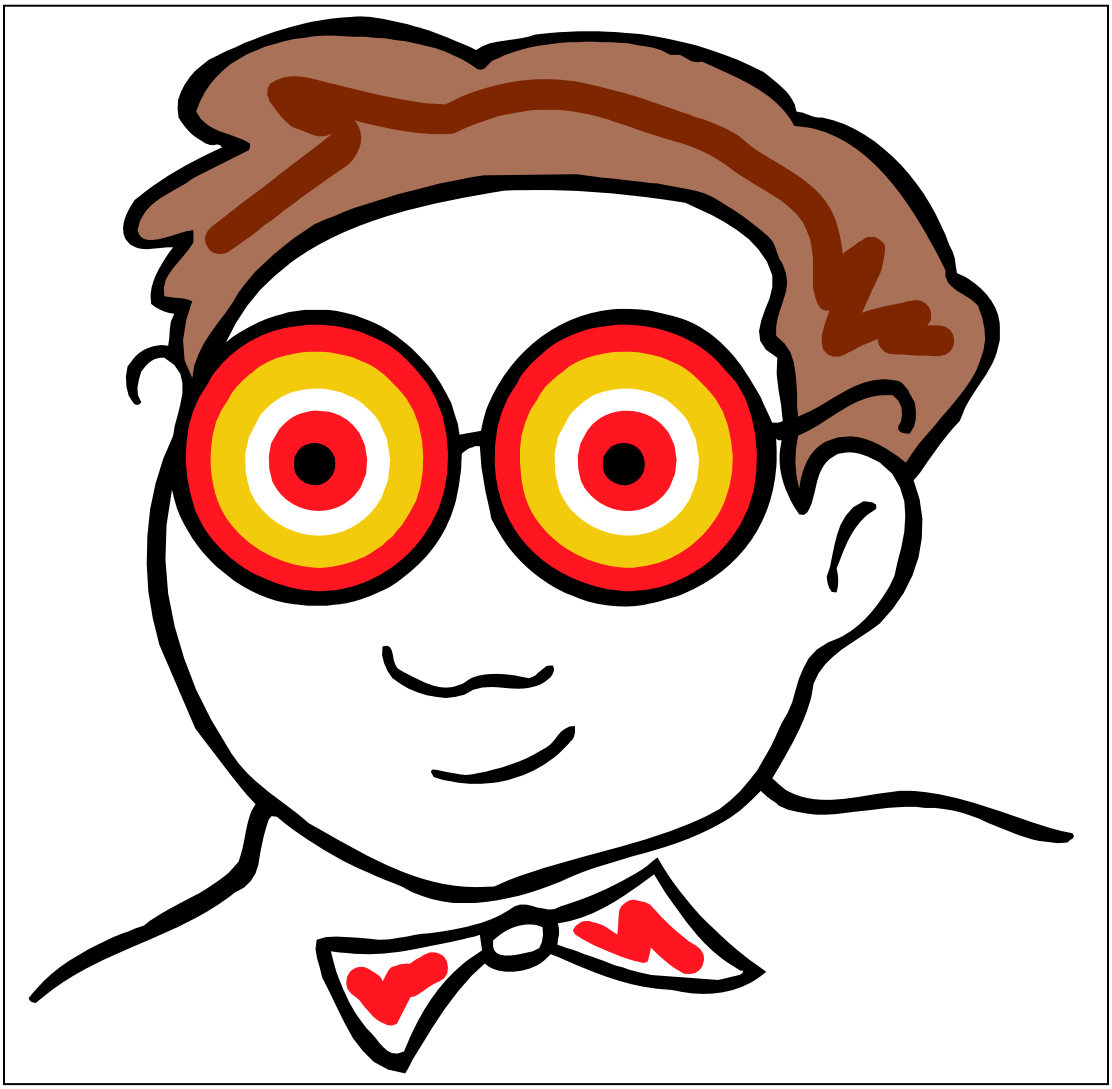

Eyes on speaker

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Quiet hands

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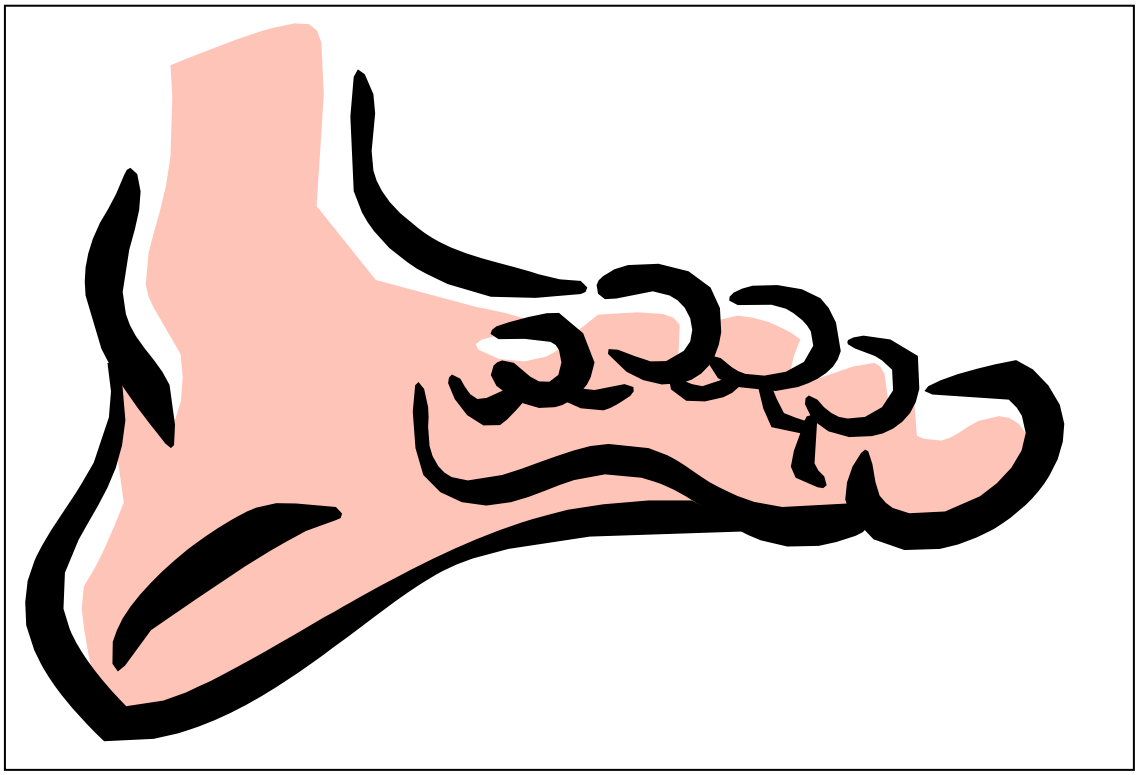

Quiet feet

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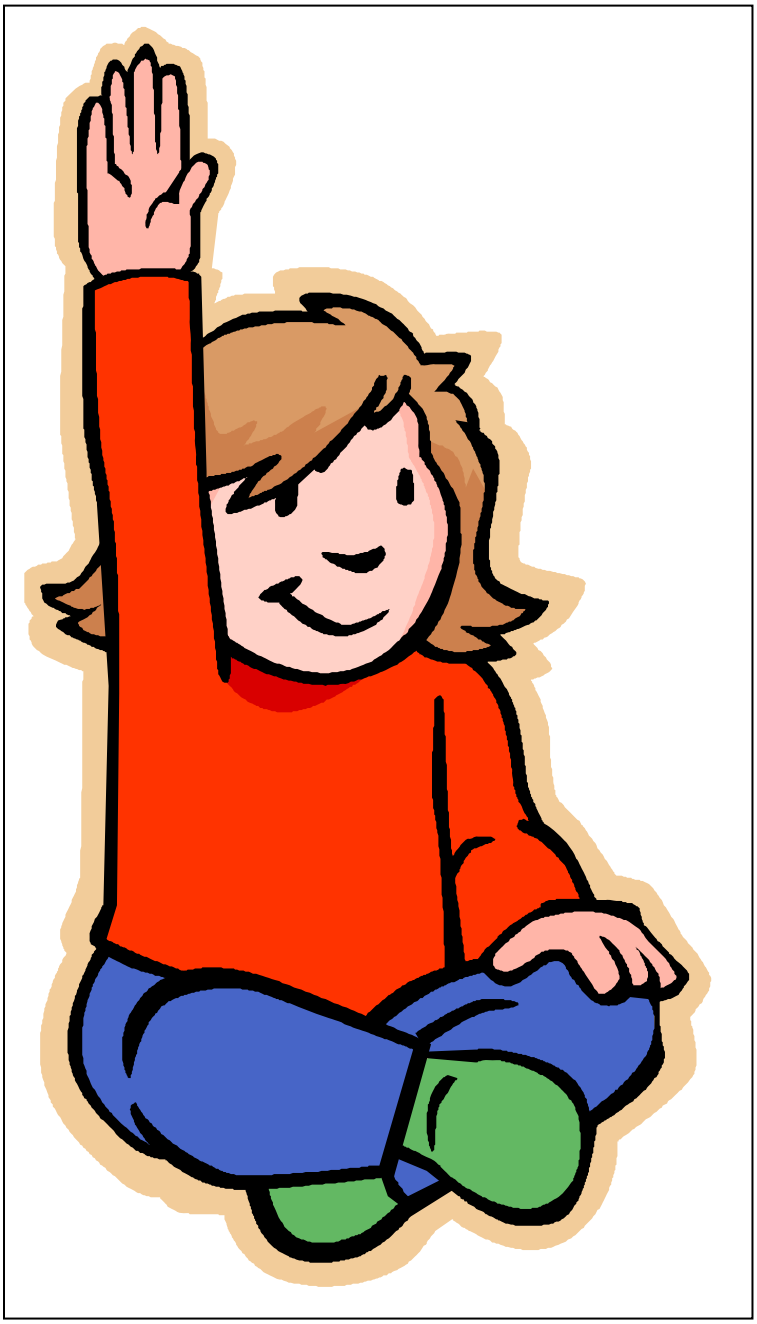

Raise your hand

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Quiet mouth

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Use your ears

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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 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: Skills for School Success Students will review basic learning skills by making a book and singing *The Learning Song*	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it look like to be a successful learner?
2. What does success look like?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will create a *Learning Book* depicting five skills for learning.		AD.6.A.0K.a. Identify the skills needed to be a successful learner.		RF.K.2 RF.K.3	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will learn and sing *The Learning Song*.		AD.6.A.0K.a.		RF.K.2 RF.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4	AD A	Level 1

ASSESSMENT DESCRIPTIONS*:

The student will create a *Learning Book* depicting five skills for learning.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture ___x__ Explicit Teaching (Ls. 1) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments __x___ Simulations (Ls. 1) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___x___ Learning Activity Packages (Ls. 1, 2) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ 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/AD6-GrK-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD6-GrK-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: Skills for School Success **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Beginning of School

Lesson Titles:
Lesson # 1: Body Basics
Materials/Special Preparations Required:
Lyrics to song
Flash Card Pictures (One set for each pair of students.)
Partnering Bracelets
Song/Flash card sheet for each student

Lesson # 2: The Envelope Guessing Game
Materials/Special Preparations Required:
Mystery envelopes containing pictures (One envelope per child)
Partnering Bracelets (also used in Lesson 1)
Scoring rubric for *Targeted Skills*
Take-home activity sheet (includes directions for playing game)

Missouri Comprehensive Guidance and Counseling Domain:
AD.6: Developing and monitoring Personal Plan of Study.

Grade Level Standard (GLS):
AD.6.A.01.a. Demonstrate the skills needed to be a successful learner. (DOK Level -2)

American School Counselor Association (ASCA) National Standard:
Academic Development Standard
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)

	Goal 1: Gather, analyze and apply information and ideas
X	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

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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	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does it look like to be a successful learner?
What happens when we don't do what is expected?

Unit Measurable Learning Objectives:

The student will follow a visual instruction three times.
The student will demonstrate participation skills such as: taking turns, asking questions, and participating at least once during a game.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Explicit Teaching; Drill & Practice; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_X__ Experiential (Games; Focused Imaging)
_____ Independent Study
_X__ Interactive Instruction (Think, Pair, Share; 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.

Lesson #1: Performance Task: Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Lesson #2: Performance Task: Students will demonstrate taking turns, communicating, questioning, and participating by playing the *Mystery Envelope Game*.

Brief Summary of Unit:

This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.

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

Vocabulary: successful student

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Unit #1 Title: Skills for School Success

Lesson Title: Body Basics **Lesson:** 1 of 2

Grade Level: K

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.01.a. Demonstrate the skills needed to be a successful learner.

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)

Lyrics to song
Flash Card Pictures (One set for each pair of students.)
Partnering Bracelets
Song/Flash card sheet for each student

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

	Goal 1: Gather, analyze and apply information and ideas
X	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

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	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will follow a visual instruction three times.

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.

Performance Task: Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Lesson Preparation

Essential Questions:

What does it look like to be a successful learner?

Engagement (Hook):

Let's sing *London Bridge is Falling Down.* (Counselor leads students in singing.) Today we will learn new words to this song.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor displays the flash cards for students to reference during teaching of song.	1. Students look at flash card pictures.
2. Counselor teaches students the *Body Basics* song. Make up actions for each part of song and use actions while singing. (Eyes on teacher could be making circles with finger and thumb and holding them up to eyes like glasses; Hands to self could be placing hands in lap; Crisscrossed legs could be rhythmically patting hands on knees with legs in crisscrossed position; and raise your hand and wait could be hand raised, etc.)	2. Students learn song, and sing. (Students perform actions for each part of song.)
3. When students are able to perform song independently, counselor places partnering bracelets on students while they continue to	3. Students sing while teacher is placing bracelets on their wrists.

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sing.	
4. Counselor instructs the students to find their partner, and sit with that partner. Students partner themselves by matching symbol bracelets. For example, students with stars on bracelets partner up and students with circles on bracelets partner up. For example, one partner will have a large symbol of a star and the matching student will have a small symbol of a star. Students will find their partners by matching symbols. After completion of flash card set, the students will switch roles.	4. Students sit with (bracelet) partner.
5. Counselor passes out the flash cards. (One set for each pair of students.)	5. Student with larger symbol holds the flash cards. The student with the larger symbol will quiz the student with the smaller symbol first. The student will act out the flash card (using the actions in the song) for a correct response.
6. Teacher says, "Hold up the flash card titled *Eyes on Teacher When She Talks*. What do we look like when we remember eyes on teacher?"	6. Students demonstrate their knowledge of what eyes on teacher looks like by looking at the teacher and doing the action learned in song.
7. Counselor proceeds in the same manner with subsequent cards, saying, "What does 'hands to self' look like? What does 'raise your hand' look like? What do 'crisscrossed legs' look like?"	7. Students demonstrate each flash card in turn, by doing the actions learned in the song for each flash card.
8. Counselor instructs student with larger symbol to pass the flash cards to partner with smaller symbol. Repeat process outlined above (steps 6-8).	8. Students repeat process with other partner holding cards.
9. Counselor collects the cards at the end of the activity and instructs the students to return to group gathering area.	9. Students give counselor cards and return to group gathering area.
10. Counselor repeats the process holding flash cards for entire group to demonstrate	10. Students participate in group assessment.

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simultaneously. Counselor records number of students with correct response to cards on the scoring chart.	
11. After group assessment is completed the Counselor instructs students to sing *Body Basics* song as a closing activity.	11. Students sing song.
12. Counselor instructs students to return to their seats and leaves students/teacher with color page that consists of the four flash cards for the teacher to display and for the students to color/display/take home.	12. Students return to their seats.

Teacher Follow-Up Activities

1. Students may color flash card pages and they can be used to repeat the flash card game or can be displayed in the classroom as a reminder of the skills of a successful learner.

2. Students may continue to sing the *Body Basics* song for morning openings with their teacher.

3. Students might choose to take the flash cards home in order to practice *Body Basics* at the supper table.

4. The teacher may also want to teach the group a *Line Basics* song to help students walk in the hallways appropriately. Using the same tune, write words that would instruct the students the appropriate skills for walking in the hall; lining up for lunch; etc.

Counselor reflection notes (completed after the lesson)

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Body Basics Song:

(Sung to the tune of *London Bridge is Falling Down*)

Written by: Annie Moffatt

Eyes on teacher when she (he) talks,
when she (he) talks,
when she (he) talks.
Eyes on teacher when she (he) talks,
we are learners.

Crisscrossed legs and hands to self,
hands to self,
hands to self.
Crisscrossed legs and hands to self,
we are learners.

Raise your hand and wait to speak,
wait to speak,
wait to speak,
Raise your hand and wait to speak,
we are learners.

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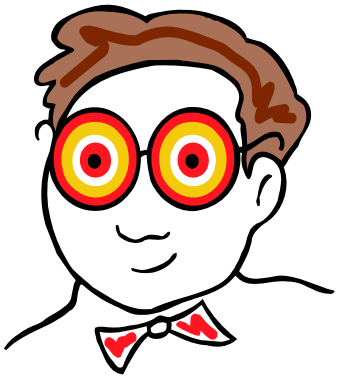
Body Basics Flash Cards

(Option of enlarging on photo-copy machine and adding cardboard backing for strength.)

Eyes on Teacher When She Talks 	**Crisscross Legs**
Hands to Self	**Raise your Hand and Wait to Speak**

Scoring Chart

Body Basics Behavioral Expectation	Number of Students demonstrating correct response.	Percentage of students with correct response.
Eyes on Teacher		
Crisscross Legs		
Hands to Self		
Raise Hand and Wait		

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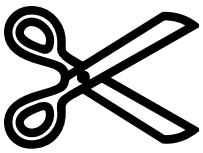
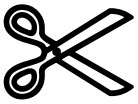
Partnering Bracelets

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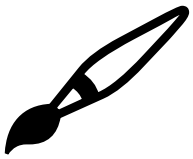
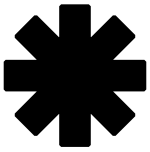

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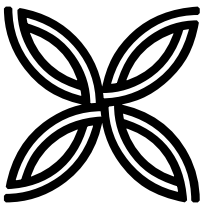

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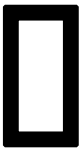
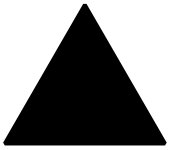

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Unit #1 Title: Skills for School Success

Lesson Title: The Envelope Guessing Game **Lesson:** 2 of 2

Grade Level: 1

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.01.a. Demonstrate the skills needed to be a successful learner.

American School Counselor Association (ASCA) National Standard:
Academic Development Standard

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)

Mystery envelopes (One envelope per child)
Pictures within mystery envelopes
Partnering Bracelets (also used in lesson 1 of this unit)
Scoring rubric for *Targeted Skills*
Take-home activity sheet (includes directions for playing game)

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	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	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate skills such as taking turns, asking questions, and participating at least once during a game.

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 demonstrate taking turns, communicating, asking questions, and participating by playing the *Mystery Envelope Game*.

Lesson Preparation

Essential Questions:

What happens when a student doesn't do what is expected of them at school?

Engagement (Hook):

"Today we are going to play the game *Twenty Questions*." Counselor leads class in a quick game of 20 Questions. At completion of game, counselor will tell students "now we will play a different kind of guessing game."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will instruct the students to sit next to partners. Partnering will be accomplished as in lesson 1, by using partnering bracelets.	1. Students will sit next to their partners forming a circle arrangement.
2. Counselor will instruct students on how to play the *Mystery Envelope Game* by demonstrating the game with a sample pair of students. (The *Mystery Envelope Game* is similar to the familiar game *Twenty Questions*). The counselor can determine what pictures to use during the game or select his or her own pictures. Some of the pictures provided may be too advanced for some groups.	2. A selected student pair will model teacher directions for the rest of the pairs to observe.
3. Counselor will say, "Students, we are going	3. Students will offer some ideas about what

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to play the *Mystery Envelope Game*. I have given (name of player #1) an envelope. It has a picture of something inside. This other player's job (student #2) is to guess what that something is. The player can ask questions that will help him guess.	questions might help the player guess what is in the envelope.
Students, what kinds of questions do you think would help this player?" (The counselor can use these responses to further teach the students which types of questions are more helpful than others.) Some students may also need to be taught the difference between a question and a statement.	(Students will offer questions that are helpful and will also offer questions that are less helpful in ascertaining the answer.)
4. The counselor will teach the students some possible questions that will help while playing the game. Is it alive? Is it an animal? What color is it? Can you eat it? Is it big or small?	4. The student pair that the counselor is using to model the game will demonstrate the questioning by using the teacher's suggested questions.
5. In order to keep the rest of the class engaged during the demonstration, the counselor will often ask the class for suggested questions. "Students, can you think of a good question to ask?"	5. Students use the counselor's questions as well as the class's suggested questions to continue playing the guessing game until the picture or object has been guessed correctly.
6. The counselor will continue this process with subsequent pairs one at a time in order to demonstrate how the game is played. The counselor will continue practicing (for the entire class's benefit) with student pairs until it is obvious that the class understands how to play the game.	6. Students continue to play the game a pair at a time with the counselor's help and the class's help until it is clear that pairs will be able to play the game independent of the counselor's help.
7. At the point in which the students are able to work independently in pairs, the counselor will instruct the students to play the game independently. The counselor will monitor pairs and watch for students who have finished an envelope. As students raise their hands to tell the counselor they have finished with an	7. Student pairs play the game independently. (Students will raise their hands when they have finished an envelope so that the teacher can hand them another envelope in order that practice may continue.)

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envelope, the counselor will give them another envelope that contains a different mystery object.	
8. At any point after the students have started playing the game in pairs, the counselor may assess each student using the scoring rubric.	8. Student pairs continue to play the game independently.

Teacher Follow-Up Activities

1. Students may take home an activity sheet with pictures on it that they can cut apart, and place in mystery envelope at home in order to continue practicing the questioning and communication skills. Tell the students they can also play this game with real objects from home.

2. Teacher may continue to play *Mystery Envelope Game* with students throughout the year. The teacher may also choose to use objects found in the room to help the students with orientation of where certain materials are located in the room, since it is the beginning of the year and students are becoming familiar with the contents of the classroom.

Counselor reflection notes (completed after the lesson)

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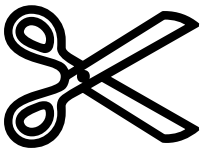
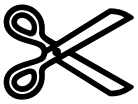
Partnering Bracelets

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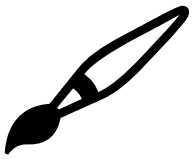
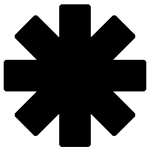

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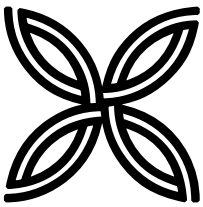

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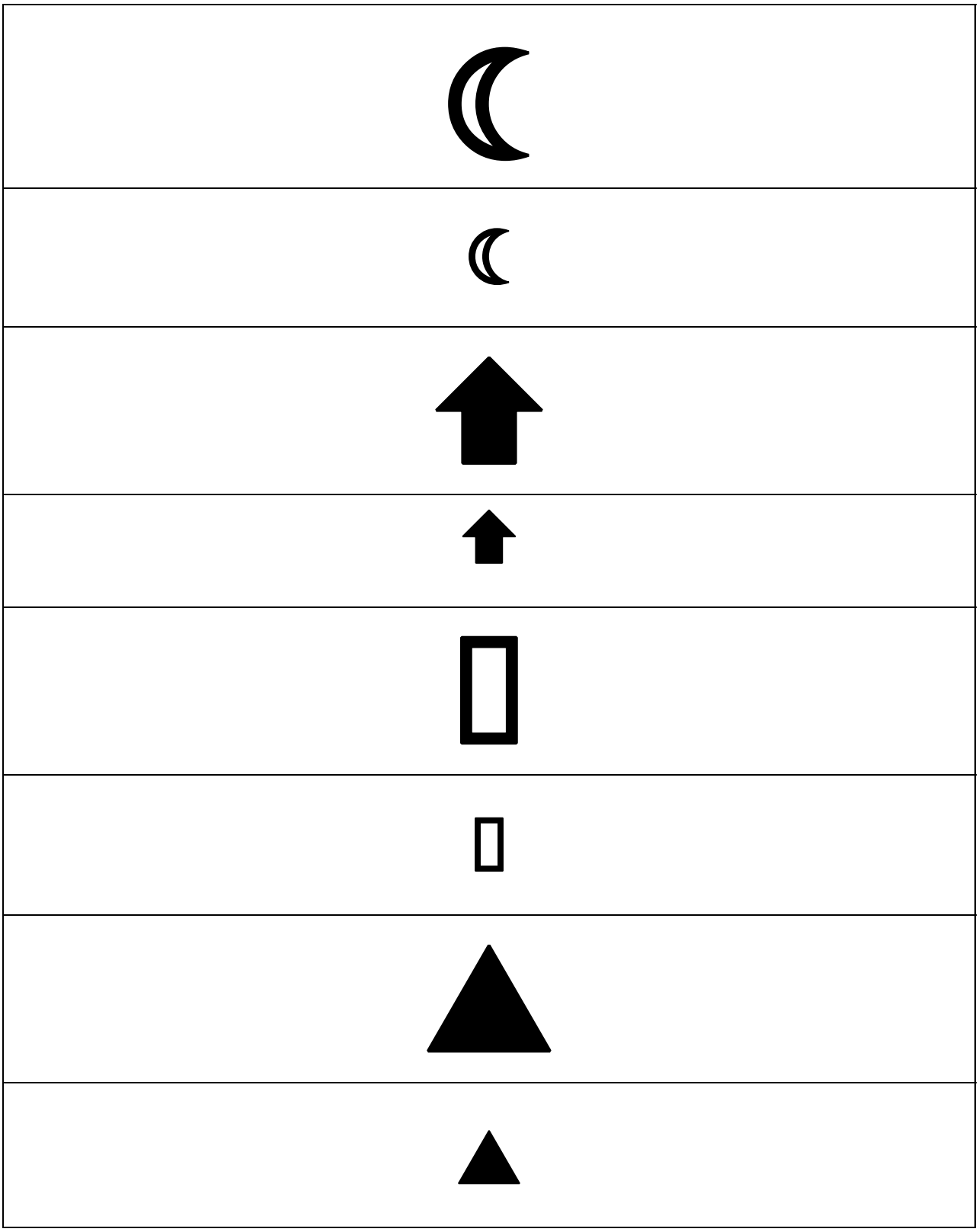

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Targeted Skills Scoring Rubric

Directions for using Scoring Rubric

Turn Taking Skills – A (**+**) response would indicate students demonstrating the ability to pass materials in a turn-taking manner and share conversation in a turn-taking manner as well as being able to play the role of questioner and the listener appropriately. (This also re-teaches the concepts from lesson one of: hands to self, taking turns listening, eyes on partner when partner speaks, and crisscross legs.)

Questioning Skills – A **(+)** response would indicate the ability to ask effective, relevant questions that are successful in identifying the object.

Participation Skills – A (+) response would indicate demonstrating all the above, as well as on-task behaviors.

Targeted Skills	**Students demonstrating the targeted skills.** **+ = Yes** **- = No**	**Total Number of Students demonstrating correct response.**	**Percentage of students with correct response.**
Turn Taking Skills			
Questioning Skills			
Participation Skills			

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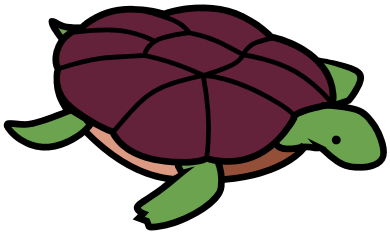
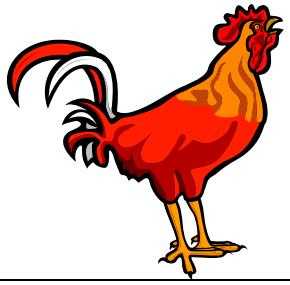
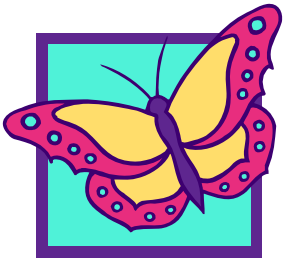
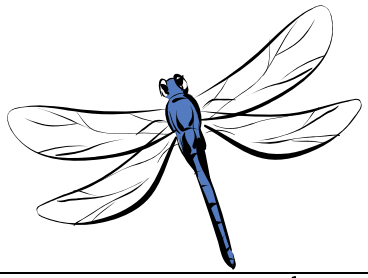
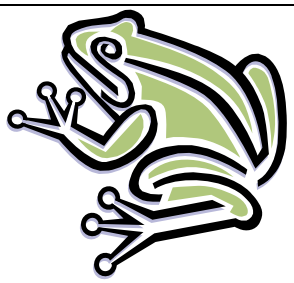
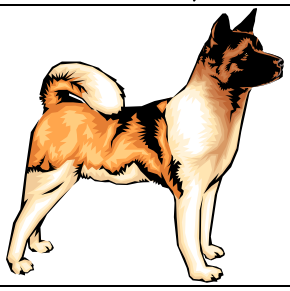
Pictures to be used in Envelopes for Mystery Envelope Game
(Place one picture in each envelope.)

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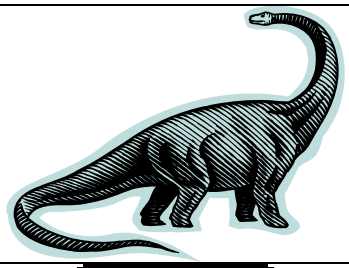	
	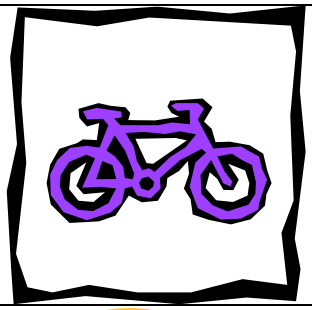
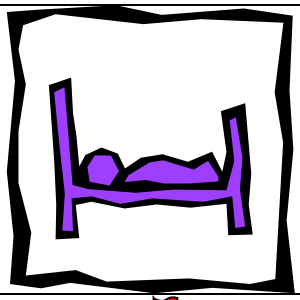	
	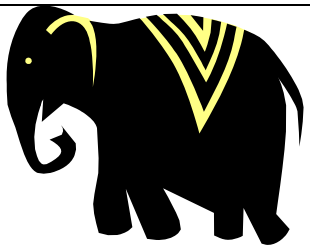
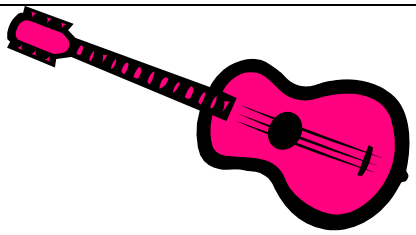	

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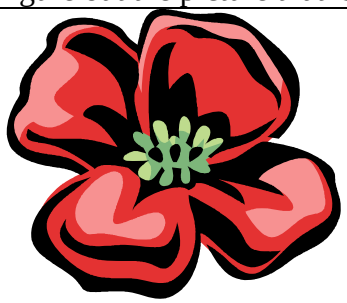
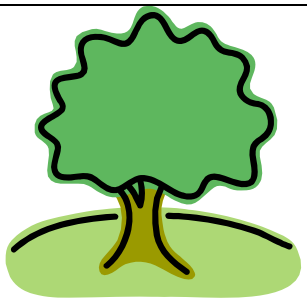
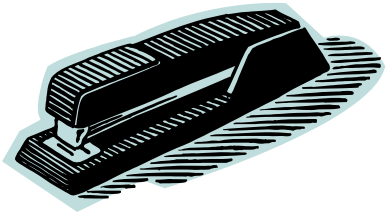
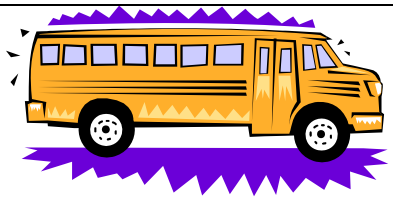
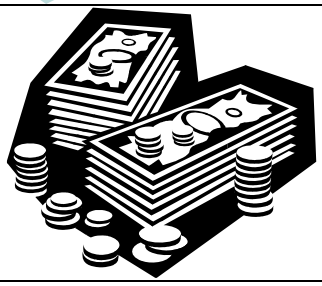
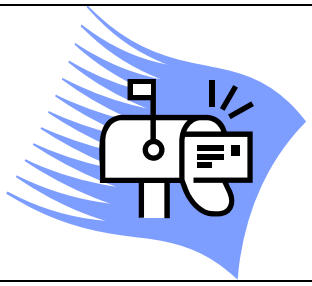
Take Home Page: *Mystery Envelope Game*

DIRECTIONS: Cut apart the pictures on this page. Place pictures in an envelope labeled *Mystery Envelope*. One person draws a card out of the envelope without showing it to their partner. The partner's job is to ask questions (as you would when playing *Twenty Questions*), and try to figure out the picture that is on the card.

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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 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: Skills for School Success This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What does it look like to be a successful learner?
2. What happens when we don't do what is expected?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLSs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will follow a visual instruction three times.		AD.6.A.01.a. Demonstrate the skills needed to be a successful learner.		RF.1.2 RF.1.3 SL.1.1 SL.1.4 SL.1.5 L.1.4	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 demonstrate turn-taking skills, questioning skills, and participation skills (or skills—taking turns, questioning, and participation) at least once during a game.		AD.6.A.01.a.		RF.1.2 RF.1.3	AD A.	Level 2

ASSESSMENT DESCRIPTIONS*:

Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Students will demonstrate taking turns, communicating, questioning, and participating by playing the Mystery Envelope Game.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See: Lessons: Lesson 1 Body Basics Lesson 2 The Envelope Guessing Game
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do**
1 2	See: Lessons: Lesson 1 Body Basics Lesson 2 The Envelope Guessing Game

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr1-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr1-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: Goal-Setting **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Mid-year.

Lesson Titles:
Lesson # 1: Talk is Cheap (Part 1)
Materials/Special Preparations Required:
The book: *The Tortoise and the Hare*
Dry Erase Board/SmartBoard/Other Visual Media

Lesson # 2: Talk is Cheap (Part 2)
Materials/Special Preparations Required:
Student Activity Page – *Talk is Cheap*
The book: *The Tortoise and the Hare*
Brown and Green Crayons

Missouri Comprehensive Guidance and Counseling Domain:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):
AD.6.A.02.a. Identify goals that lead to learner success. (DOK Level -2)

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)

	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

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	

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	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How can goals be useful?

Unit Measurable Learning Objectives:

The student will identify strategies for goal setting and planning.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast; Guided & Shared-Reading, Listening, Viewing, Thinking)
_X_ Indirect (Problem Solving; Reflective Discussion; Concept Formation)
___ Experiential
___ Independent Study
_X_ Interactive Instruction (Brainstorming; Discussion)

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 identify strategies for goal setting and planning.

Brief Summary of Unit:

This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person's help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you've accomplished the goal.

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

Demonstrate the skills needed to be a successful learner.

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Unit #1 Title: Goal-Setting

Lesson Title: Talk is Cheap (Part 1) **Lesson**: 1 of 2

Grade Level: 2

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.02.a. Identify goals that lead to learner 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)

1. A copy of *The Tortoise and the Hare*. If you cannot locate the book, look up the story on the Internet.
2. Dry Erase Board/Smart Board/Other Visual Media

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

	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

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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will collaborate with others to identify at least three strategies to accomplish a 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.
The student will identify strategies for goal setting and planning.

Lesson Preparation

Essential Questions:

How can goals be useful?

Engagement (Hook):

"Have you ever heard the expression "talk is cheap," or "put your money where your mouth is?" Do you know the name of the famous story that tells about a tortoise that asked a rabbit to put his money where his mouth was? That story is called *The Tortoise and the Hare*."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will read the story, The Tortoise and the Hare, to the students.	1. Students will listen to the story and look at the pictures.
2. Counselor will ask the following discussion questions:	2. Students will participate in discussion:
a. Have you ever decided that you wanted to do something that might take a lot of time and practice? You may have said to yourself, "I want to ride my bike by the time school starts." We call that setting a goal.	a. Students might say learning to ride a bike or skateboard or play a challenging game.
b. What was the goal of the Tortoise in the story? What was the goal of the Hare in the story? It sounds to me as if you are saying that they both had the same goal.	b. Students might say, "To win the race." Students might say, "To win the race."
c. Why do you think the Tortoise accomplished his goal and the Hare did not?	c. Students might say because the Hare stopped before the race was over.
d. Yes. That's right. Do you think the Hare had a plan to win the race? Do you think he practiced for the race?	d. The students might say, "No."
e. Do you think the Tortoise had a plan for	e. The students might say, "Slow and

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the race? What do you think his plan was? f. If you were planning on winning a race, what would your plan be? How would you plan to accomplish your goal of winning the race?	steady wins the race." f. The students might say, "I'd get a lot of sleep, and eat my breakfast, and practice running everyday."
5. The counselor asks students to brainstorm strategies that helped the Tortoise accomplish his goal. The counselor will write the strategies on chart paper and give the strategies sheet to the teacher to reinforce in the classroom.	5. The students will brainstorm ideas.
6. The counselor and students will review the concept of goal setting and share the key points of the discussion. During the next lesson students will complete the *Talk is Cheap* Activity Sheet.	6. The students will participate in the review of discussion.

Teacher Follow-Up Activities

The teacher will review the list with students and post it in the room to reinforce throughout the year.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Goal-Setting

Lesson Title: Talk is Cheap (Part 2) **Lesson**: 2 of 2

Grade Level: 2

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.02.a. Identify goals that lead to learner 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)

A copy of *The Tortoise and the Hare.*
Student Activity Sheet – *Talk is Cheap*
Brown and Green Crayons.

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

	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

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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a learning goal and identify one strategy for accomplishing that 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 identify strategies for goal setting and planning to meet goals that lead to learner success.

Lesson Preparation

Essential Questions:
How can goals be useful?

Engagement (Hook):
Review the expression "talk is cheap," or "put your money where your mouth is?" The counselor shows the book *The Tortoise and the Hare*, which was read the week before. The counselor briefly reviews the story with the students.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will hand out *Talk is Cheap* Activity Sheet and instruct students to get out a brown crayon and a green crayon.	1. Students will get out a brown crayon and a green crayon.
2. Counselor will read the Activity Sheet or ask students to take turns reading the Activity Sheet. The class will determine the correct answers. (Numbers 6, 8, 9, 10, 13, 17, and 18 should be colored brown and the rest colored green.)	2. Students will complete Activity Sheet as it is read and discussed. Students will mark the square with a brown or green crayon accordingly.
3. The counselor will say, "What if your goal was to become the best learner that you can be? If there were a learning race, how would you prepare to win it? You would want to set a goal and make up a plan to accomplish that goal. What kind of learning goal might you set and what might be your plan to accomplish it?" The counselor will ask each student to	3. Students will brainstorm possible learning goals.

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brainstorm what might be a good learning goal and record the ideas.	
4. The counselor will say, "At the bottom of the activity sheet is a space to write a learning goal. Please write one of your learning goals in the space provided."	4. Students will write a personal learning goal on the activity sheet.
5. The counselor will say, "Each of you will tell me one strategy the tortoise will do to prepare for his race that you want to do to prepare to meet your goal."	5. Students will state one of the following strategies: a) Set a goal and make a plan on paper; b) Tell someone about your plan and get that person's help to monitor your progress; c) Put the plan into action-practice; d) Reward small steps; e) Revise your plan if it is not working; f) Don't quit until you've accomplished the goal.
6. As each student states a strategy, the counselor will ask the student to write the strategy on the activity sheet.	6. Students will finish the last section of the activity sheet by writing one important strategy to accomplish their goal and share the strategy with the group.
7. The counselor will close by reviewing the activity and encourage students to set goals.	7. The students will participate in the review.

Teacher Follow-Up Activities

Teacher may continue to use the goal-setting vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment.

The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.

Counselor reflection notes (completed after the lesson)

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Talk is Cheap…

But Setting a Goal and Following a Plan will be Richly Rewarded

DIRECTIONS: Color the square green (Tortoise Color) if it describes a good strategy for Setting a Goal or Following a Plan to accomplish a goal. Color the square brown (Hare/Rabbit Color) if it describes a behavior that does not involve goal setting or following a plan to accomplish a goal.

Set a goal and make a plan on paper.	1. This animal wrote down what time everyday he would stretch and exercise.	7. This animal wrote down the healthy food he would eat everyday.	13. This animal did not set any goal or write down any plan.
Tell someone about your plan and get that person's help.	2. This animal asked his friend squirrel to run the racetrack to look for problems.	8. This animal did not ask anyone to help him plan.	14. This animal asked duck to reward him every time he got one second faster.
Put the plan into action-practice.	3. This animal got to bed every night at 8:00 just as he had planned.	9. This animal talked about lifting weights for the race but never did.	15. This animal ate a healthy, balanced diet that he had planned with his mother.
Reward small steps.	4. This animal met his short-term goal of getting one second faster each day and rewarded himself with a cookie.	10. This animal didn't prepare in small steps, he didn't think he needed to improve in any way.	16. This animal met his short-term goal of getting to bed on time each night and bought himself two new pairs of socks.
Revise your plan if it is not working.	5. This animal found out that running too fast, tired him out to soon, and he decided slow and steady wins the race.	11. This animal found out that eating chocolate before bedtime kept him awake, so he stopped.	17. This animal kept making the same mistakes every time and didn't learn from them.
Don't quit until you've accomplished the goal.	6. This animal went to sleep before the job was done.	12. This animal never stopped following his plan until the goal was accomplished.	18. This animal didn't think he needed to make a plan to meet his goal.

My Learning Goal is . . .

_____

One strategy for setting a goal and following a plan to accomplish that goal is …

_____

_____

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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 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: Goal Setting This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person's help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you've accomplished the goal.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How can goals be useful?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify strategies for goal setting and planning		AD.6.A.02.a. Identify goals that lead to learner success.		RF.2.3 RF.2.4 SL.2.1 SL.2.2 SL.2.6 L.2.1 L.2.2 L.2.5 L.2.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2

ASSESSMENT DESCRIPTIONS*:

Students will identify strategies for goal setting and planning.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect

	_____ Experiential _____ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast (Ls. 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	___x__ Problem Solving (Ls. 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1) _____ Writing to Inform ___x__ Concept Formation (Ls. 2) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___x__ Brainstorming (Ls. 1) _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ 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/AD6-Gr2-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr2-Unit1.doc
http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr2-Unit1-Lesson1.pdf
http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr2-Unit1-Lesson1.doc
http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr2-Unit1-Lesson2.pdf
http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr2-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: Educational Goal-Setting and Self-Assessment Skills **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Lesson Titles:
Lesson 1: Goal Setting and Self-Assessment
Materials/Special preparations Required:
5 consecutive spelling test grades for each student
Test Score Goal Sheet
Test Scores Bar Graph Sheet
Pencil and crayons for each child
Scale and materials to put on it (rocks & cotton balls)

Lesson 2: Reflection on Educational Goal Setting and Self-Assessment
Materials/Special preparations Required:
Spelling or other content area score from their last test
Test Score Analysis Sheet
Each student's *Test Score Goal Sheet* and *Test Score Bar Graph Sheet* from Lesson I
Writing Materials

Missouri Comprehensive Guidance and Counseling Domain:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):
AD.6.A.03.a. Identify education goal-setting and self-assessment skills. (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
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

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

Unit Essential Questions:

How do I make decisions that will help me to be successful?
How do individuals make positive changes?

Unit Measurable Learning Objectives:

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.
The student will establish a goal and identify at least three steps they will take to reach his/her goal.
The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Compare & Contrast, Guided & Shared)
__X__ Indirect (Problem Solving, Reflective Discussion, Writing to Inform)
__X__ Experiential (Conductng Experiments)
___ Independent Study
___ Interactive Instruction

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.
The student will track and analyze his/her test scores after setting a goal for score improvement.

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Brief Summary of Unit:
Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students should know how to interpret and make a bar graph; brainstorm ideas; follow directions, and write.

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Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills

Lesson Title: Goal Setting and Self-Assessment **Lesson:** 1 of 2

Grade Level: 3

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.03.a. Identify education goal-setting and self-assessment skills.

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)

5 consecutive test grades for each student
Test Score Goal Sheet,
Test Scores Bar Graph Sheet
Pencil and crayons for each child
Scale and materials to put on it (rocks & cotton balls)

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 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 5. Develop, monitor, and revise plans of action to meet deadlines amd accomplish goals

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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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.
The student will establish a goal and identify at least three steps they will take to reach his/her 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.
The student will set a test score goal and graph their progress.

Lesson Preparation

Essential Questions:
How do individuals make positive changes?

Engagement (Hook): Bring in the scale and show the students how it works even when there is nothing on it. Put cotton balls on the scale to signify 4 As on their spelling tests. Put 1 heavy rock on the scale to signify an F on a spelling test. Counselor lets the students know how much the F weighs their grade down.(Spelling is used as an example in this lesson but counselors and teachers may substitute other content areas assessment as deemed necessary per the school's curriculum.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor hands out *Test Score Bar Graph*	1. Students place their writing and drawing

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Sheet and list of last 5 spelling scores or other content area assessment scores for each child (each child places writing material on desk).	materials on their desk.
2. Counselor instructs students to write their names at the top of their *Test Score Bar Graph Sheet*.	2. Students follow directions.
3. Counselor explains that the students are going to fill out the *Test Score Bar Graph Sheet* using their last 5 spelling test scores. Students are instructed to write the date of the oldest test score they have in the first column that says date.	3. Students follow directions.
4. Counselor directs students to write the score of the spelling test they took on that date under the date box.	4. Students follow directions.
5. Counselor directs the students to find the box that score would fall in and make a star in that box with their pencil.	5. Students follow directions.
6. After checking each student's paper, counselor directs the students to choose a crayon and color the column up to, and including, the box with the star.	6. Students follow directions.
7. Counselor continues the same procedure with all scores, leaving last column blank.	7. Students follow directions.
8. Counselor collects papers to save for Lesson 2 and hands out *Test Scores Goal Sheet*, instructing students to write their names on their papers.	8. Students follow directions.
9. Counselor directs students to write down their last 5 spelling test scores.	9. Students follow directions
10. Counselor instructs students to pick a score higher than their last scores as their spelling goal for the week.	11. Students follow directions
11. Counselor instructs students to come up with some ways to achieve their goals	11. Students brainstorm ideas and write ones they think they can implement.

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(study the night before the test, study every night, get a study buddy to help, write the words 5 times, look for word patterns, etc) and to write them on their papers.	
12. Teacher closes lesson by collecting the *Test Score Goals Sheets* to save for Lesson 2 and reminding students to focus on their goals. Students are asked to discuss how this would help to improve grades.	12. Students respond with ways this strategy could help to improve their grades.

Teacher Follow-Up Activities

Teacher will review the importance of good study habits as a skill necessary for success in school. Review the *Test Score Goal Sheet* and *Test Score Bar Graph* sheet and use in various curriculum areas to help students track their progress.

Counselor reflection notes (completed after the lesson)

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_____Test Scores Goal Sheet

Name_____

1. List your last 5 _____ test scores.

   A. _____

   B. _____

   C. _____

   D._____

   E._____

2. What is my goal for my next _____test score?

_____

3. What steps will I take to reach my goal?

_____

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Name_____

_____ Test Scores Bar Graph Sheet

Lesson 1

Score	**Date:**	**Date:**	**Date:**	**Date:**	**Date:**	**Next Test Date:**
Test Score						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

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Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills

Lesson Title: Reflection on Educational Goal Setting and Self-Assessment **Lesson:** 2 of 2

Grade Level: 3

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.03.a. Identify education goal-setting and self-assessment skills.

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)

Spelling or other content area score from their last test
Test Score Analysis Sheet
Each student's *Test Score Goal Sheet* and Test Score Bar Graph Sheet from Lesson 1
Writing Materials

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 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 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives,

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		essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Lesson Formative Assessment (acceptable evidence):

The student will track and analyze their test scores after taking steps to reach their test score goal.

Lesson Preparation

Essential Questions:

How can I improve my performance in school?

Engagement (Hook):

Remind the students about how the rocks that signified the F weighed the scale down. Let them know that today we are going to look at your most recent spelling scores and see how well you did at meeting your goal for your last test.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor distributes *Test Score Bar Graph* and the *Test Score Goal Sheets* from the previous lesson, and each student's individual score on his or her last spelling test or content area test. The counselor passes out the *Test Score Analysis Sheet* to each student.	1. Students follow directions.
2. Counselor asks students to write down their last spelling test score on the *Test Score Analysis Sheet* in the line for #1.	2. Students follow directions.

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The counselor monitors students.	
3. Counselor asks students to look at the *Test Score Bar Graph Sheet* from the previous lesson and decide if their latest score was higher or lower than their previous scores; then write the answer to question #2 on the *Test Score Analysis Sheet*.	3. Students follow directions.
4. Counselor asks students to look at their goal, written on *Test Score Goal Sheets*, and see if they met their goal; then answer the questions #3 and #4 on the *Test Score Analysis Sheet*.	4. Students follow directions.
5. Counselor asks students to look at *Test Score Goal Sheets* and read what they wrote for #3.	5. Students follow directions.
6. After reflecting on the answer they wrote for #3 during the previous lesson, direct the students to answer question #5 on *Test Score Analysis Sheet*.	6. Students follow directions.
7. Have students reflect on their behavior before their last spelling test/content area test and answer question #6 on the *Test Score Analysis Sheet*.	7. Students follow directions.
8. Ask students to complete question #7.	8. Students follow directions.
9. Have students answer question 8 and collect papers.	9. Students follow directions.

Teacher Follow-Up Activities

The teacher will review the Test Score Analysis Sheet. The teacher may also want to have the students to journal weekly regarding how their behavior, office referrals, think sheets may also reflect their grade.

Counselor reflection notes (completed after the lesson)

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Name_____

_____ Test Scores Analysis Sheet

1. My test score on my last test _____ .
2. Was my last score lower or higher than my other scores? _____
3. My test score goal _____ .
4. Did I meet my goal? _____
5. Did I follow my steps to meet my goal? _____
6. Which steps did I follow?

_____

_____

_____

_____

7. How can I prepare for my next _____ test?

_____

_____

_____

_____

8. If I do nothing, what can I expect of my next _____score?

_____

_____

_____

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_____Test Scores Goal Sheet

Name_____

1. List your last 5 _____ test scores.

   A. _____

   B. _____

   C. _____

   D._____

   E._____

2. What is my goal for my next _____test score?

_____

3. What steps will I take to reach my goal?

_____

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Name_____

_____ Test Scores Bar Graph Sheet

Score	**Date:**	**Date:**	**Date:**	**Date:**	**Date:**	**Next Test Date**
Test Score						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						

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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 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: Educational Goal-Setting and Self-Assessment Skills Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.	**SUGGESTED UNIT TIMELINE**: 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do I make decisions that will help me to be successful?
2. How do individuals make positive changes?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.		AD.6.A.03.a. Identify education goal-setting and self-assessment skills.		L.3.5 L.3.6 SL.3.2 SL.3.6	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 establish a goal and identify at least three steps they will take to reach his/her goal.		AD.6.A.03.a.		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	Level 2

				L.3.4 L.3.5 L.3.6		
3. The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.		AD.6.A.03.a.		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.2 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:

The student will track and analyze his/her test scores after setting a goal for score improvement

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study _____ Interactive Instruction
1 2 3	See Lessons: Lesson 1 Goal Setting and Self-Assessment Lesson 2 Reflection on Educational Goal Setting and Self-Assessment
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1 Goal Setting and Self-Assessment Lesson 2 Reflection on Educational Goal Setting and Self-Assessment

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls. 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls.1, 2)	__x___ Problem Solving (Ls. 1, 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1, 2) _____ Writing to Inform (Ls. 2) _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives __x___ Conducting Experiments (Ls. 1, 2) _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ 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/AD6-Gr3-Unit1.pdf
http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1.doc
http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1-Lesson1.pdf
http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1-Lesson1..doc
http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-Unit1-Lesson2.pdf
http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr3-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: Goal-Setting **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime.

Lesson Titles:
Lesson 1: Man On the Moon!
Materials/Special Preparations Required:
Student Hand Out and Student Work Page
A jar
A picture of an astronaut and a large piece of poster paper. (Paste picture of astronaut onto poster paper.)
A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)

Lesson 2: Simon Says – Taking Small Steps Towards My Goal
Materials/Special Preparations Required:
"Simon Says" script – Attached to lesson

Missouri Comprehensive Guidance and Counseling Domain:
AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Standard (GLS):
AD.6.A.04.a.: Revise and practice educational goal-setting and self-assessment skills. (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)

	Goal 1: Gather, analyze and apply information and ideas
	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 4. Evaluate the processes used in recognizing and solving problems 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 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.

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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	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What are some of the positive outcomes of goal setting?

Unit Measurable Learning Objectives:

The student will set one goal and make a plan to accomplish that goal as measured by the "I Can Make a Plan" worksheet.
The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Didactic Questions, Guided & Shared)
__X__ Indirect (Problem Solving, Reflective Discussion)
__X__ Experiential (Games)
____ Independent Study
__X__ Interactive Instruction (Discussion, 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.
The student will complete a work page that will demonstrate the knowledge of goal-setting skills.
The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Brief Summary of Unit:

This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment.

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Lesson two helps students learn the skills necessary in making short-term goals.

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

Revise and practice education goal-setting and self-assessment skills.

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Unit #1 Title: Goal-Setting

Lesson Title: Man On the Moon! **Lesson:** 1 of 2

Grade Level: 4

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.04.a. Revise and practice educational goal-setting and self-assessment skills.

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 Hand Out and Student Work Page.
A picture of an astronaut, a large piece of poster paper. (Paste picture of astronaut onto poster paper.)
A jar
A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)

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
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 4. Evaluate the processes used in recognizing and solving problems. 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 5. Develop, monitor, and revise plans of actions 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	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	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will set one goal and make a plan to accomplish that goal as measured by the "I Can Make a Plan" worksheet.

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.
Student Work Sample:
The student will complete a work page that will demonstrate the knowledge of goal-setting skills.

Lesson Preparation

Essential Questions:

Why is it important to set goals?
How do you achieve a goal?

Engagement (Hook):

John F. Kennedy once challenged our nation to be the first to put a man on the moon. Martin Luther King challenged our country to pass laws that would enable people of all races to have equal opportunity. What challenges do you ask of yourself? And what goals will you set to help you accomplish those challenges?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will say, "Students, I challenge you to be goal-setters, and problem-solvers. Today, I want you to think about something that you thought you would never be able to do. Not too long ago, when I was a child, to see a man walk on the moon was something that didn't seem possible. But, it was a goal that was accomplished with two important tools. Those tools were goal-setting, and problem-solving." Counselor holds up a large sheet of paper with a picture of an	1. Students will listen and watch.

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astronaut attached to it and says, "Let's pretend that this picture of an astronaut is a real astronaut and our goal tody is to get the astronaut to the moon. Well perhaps not on the moon, but into this jar that I will put over there in the corner of the room."	
2. The counselor will distribute the instruction page for the *Student Handout Sheet*. The students will be able to read the answers to the following questions:	2. Students will look at the *Student Handout Sheet* for the answers to the questions.
• "What is our goal?"	• Students will answer, "To get the paper in the jar."
• "What is my timeline? How long do we have until we have to accomplish our goal?"	• Students will answer, "In the next 15 minutes."
• "What resources do I have to help me accomplish the goal? Who can help me and what tools do I have to help me?"	• Students will answer, "You can ask anyone in the room for help and you can use any materials that are in the room."
• "Are there any limitations that will make accomplishing the goal seem difficult?"	• Students will answer, "You can not move from where you are now standing and no one else in the room can get out of their chairs. The piece of paper that you are holding is too large to fit in the jar and you can not exchange the jar for another one."
3. The counselor will say, "Why should I even try to accomplish this goal? It seems impossible."	3. Students will answer, "The pay-off is in the jar." (The jar has a reward in it.)
4. The counselor will say, "Okay, I don't think I can accomplish this goal on my own. I'm going to need your help. Will you help me?"	4. Students will answer, "Yes."
5. The counselor will say, "What is problem number one that is keeping me from accomplishing my goal?"	5. Students will answer, "The paper is too big."

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6. The counselor will say, "What are the possible solutions to this problem and which one should we try first and then second if the first plan doesn't work?"	6. Students will read the list of possible solutions and possibly add to them with their own ideas. The class will decide which solution to try first and then which to try second.
7. The counselor will continue questioning the students in like manner until the completed plan has been arrived at. (See Student Hand Out.)	7. Students will continue to answer the counselor's questions based on the answers on the student hand out.
8. The counselor will enact the plan, retrieve the reward which will be shared with the class, and then instruct the students to complete the work page while they are enjoying the reward (treat).	8. Students will enjoy the reward while completing the student work page. (See Student Work Page.)
9. Counselor will instruct students on how to complete the work page by demonstrating one selected student's possible responses.	9. Students will follow along as counselor demonstrates how to complete the work page using a selected student's goal as an example.
10. Counselor will allow students to complete the work page using a personally selected goal.	10. Students will complete the work page using a personally selected goal.

Teacher Follow-Up Activities

1. Teacher may continue to use the goal-setting and problem-solving vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment. An example of a writing assignment might be to ask the student to write a story about a goal that they were able to accomplish or a goal that they were still working on accomplishing.

2. The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.

Counselor reflection notes (completed after the lesson)

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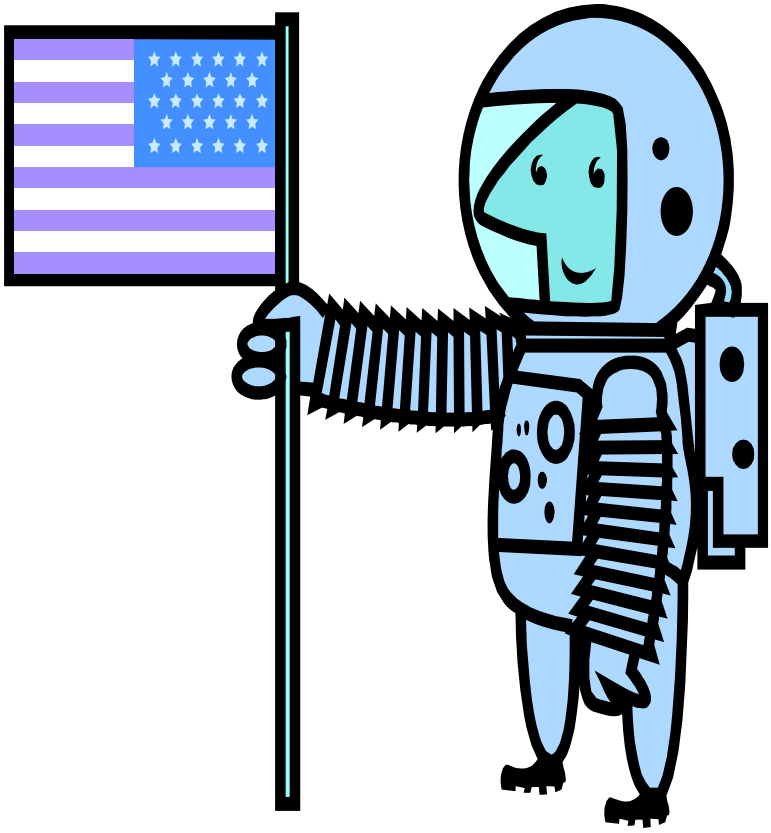
Picture of an Astronaut



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Student Hand Out

Man on the Moon
Goal-Setting, Problem-Solving Game Rules

GOAL: What do I want to accomplish?
I want to get the astronaut into the jar.

TIMELINE: When do I want to accomplish my goal?
I have 15 minutes from now.

RESOURCES: What do I have that I can use to accomplish my goal?
I can ask anyone in the room for help and I can use any materials that are in the room.

LIMITATIONS: What might keep me from accomplishing my goal?

- I can not move from the place that I am standing now and no one else in the room can leave their seats.
- The paper that the astronaut is on is too big to fit in the jar.
- The jar can not be exchanged for another jar.

REWARD: What will I gain if I accomplish my goal?
I will be able to share the reward in the jar with the class.

PLAN: What steps will I take to accomplish my goal?

Identify the Problem	***Brainstorm Possible Solutions***	***Choose a Possible Solution to Try***	***Did it Work? If first solution didn't work, try another.***
The goal is too big. It seems impossible.	1. Quit, give up. 2. Cut the project up into smaller more manageable pieces. 3. Get a bigger jar.	Tear the picture of the astronaut off of the poster board.	
I'm stuck and can't move forward.	4. 5. Quit, give up. 6. Get help from friends. 7. Cheat. 8. Deal with it tomorrow.	Ask friends to pass the astronaut from desk to desk until it reaches the jar.	

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Student Work Page

I Can Make a Plan

I can use Goal-Setting, Problem-Solving, and Self-Assessment to become a Life-Long Learner.

GOAL: What do I want to accomplish?

_____

_____

REWARD: What will I gain if I accomplish my goal?

_____

_____

TIMELINE: When do I want to accomplish my goal?

_____

_____

RESOURCES: What do I have that I can use to accomplish my goal?

_____

_____

LIMITATIONS: What might keep me from accomplishing my goal?

_____

_____

PLAN:

- What steps will I need to take to accomplish my goal? (Long-Term Goal)

  _____

  _____

- How can I accomplish my goal taking small steps every day or week? (Short-Term Steps)

  _____

  _____

- What limitations or problems do I think might keep me from my goal?

  _____

  _____

- What solutions could I try to solve any problems that might keep me from my goal?

  _____

  _____

- How will I know if I am being successful in working toward my goal?

  _____

  _____

- How will I reward myself for accomplishing each smaller step towards my goal?

  _____

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Unit #1 Title: Goal-Setting

Lesson Title: Simon Says – Taking Small Steps Toward My Goal **Lesson:** 2 of 2

Grade Level: 4

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.04.a.i: Revise and practice educational goal-setting and self-assessment skills.

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)

Simon Says Script

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

	Goal 1: Gather, analyze and apply information and ideas
	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 4. Evaluate the processes used in recognizing and solving problems 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 5. Develop, monitor, and revise plans of actions 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	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	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational 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.
Student acquired knowledge:
The student will demonstrate knowledge and understanding of strategies related to studying, which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Lesson Preparation

Essential Questions:
Why is it necessary to know the steps needed to accomplish goals?

Engagement (Hook):
Ask, "Who can tell me the rules we usually follow for the game *Simon Says*?"
Volunteers state rules.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Explain to students that today they will play a version of Simon Says in which only some students will respond to each command.	1. Students listen and respond to the commands.
2. Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.	2. Students listen.
3. Lead a game of Simon Says. Remind students to try to remember what they learn about their classmates. Provide such directions as those on the *Simon Says Script*.	3. Students listen and observe.
4. At the end of the game, have students sit in a circle.	4. Students move to a circle.
5. Ask each student to name one way in which	5. Students listen and take turns in the

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he or she and another student are alike. Encourage students to say, for example, "I didn't know that Katie never watched TV on school nights" or "I didn't know that José loved math."	discussion.
6. Ask students to talk about new ways to study they learned today.	6. Students listen and take turns in the discussion.
7. So that everyone will have the chance to share something, go around the circle asking students why is it important to plan our studying as first step towards accomplishing our educational or academic goals.	7. Students listen and participate in the discussion.
8. Also ask students how studying with discipline and application can help them accomplish bigger educational or academic goals.	8. Students listen and participate in the discussion.

Teacher Follow-Up Activities

Have students set short term goals to improve skills, scores, and performance in a subject area that they choose. Once a month, discuss progress toward the goal.

Counselor reflection notes (completed after the lesson)

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SIMON SAYS SCRIPT

1. Simon says "Everyone who takes a nap right after school, stand on one foot."
   - Sit down please.
2. Simon says "Everyone who takes a light snack after school, stand up and put your right hand on your tummy."
   - Sit down please.
3. Simon says "Everyone who studies before going out to play, stand up and touch your forehead."
   - Sit down please.
4. Simon says "Everyone who watches TV all the time after school, stand up and stick your tongue out as far as you can"
   - Sit down please.
5. Simon says "Everyone who never watches television on school nights, stand up and waive both arms like a champion"
   - Sit down please.
6. Simon says "Everyone who does homework in a quiet place away from phone and TV, jump up and down."
   - Sit down please.
7. Simon says " Everyone who does homework at about the same time everyday, stand up with both thumbs up"
   - Sit down please.
8. Simon says "Everyone who likes school, stand up and clap your hands."
   - Sit down please.
9. Simon says, "Everyone who likes math stand with your arms crossed."
   - Sit down please.
10. Simon says "Everyone who likes English remain seated and raise both arms."
    - Put your arms down, please.
11. Simon says "Everyone who likes science stand up and scratch their ears."
    - Sit down please.
12. Simon says "Everyone who plans to get good grades, stand on your left foot and scratch your head."
    - Sit down please.
13. Simon says "Everyone who plans to go to college, stand up, smile wide, and slowly walk clockwise around the classroom"
    - Sit down please.

Choose other categories appropriate for your students.

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. Encourage students to say, for example, "I didn't know that Katie never watched TV on school nights" or "I didn't know that José loved math." Ask students to talk about new ways they plan to study more effectively in the future (set a goal). Go around the circle so that everyone will have the chance to say something. Encourage students to talk about goals to improve their studying and/or their grades.

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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: Goal-Setting This unit is designed to teach students basic goal-setting skills that are needed to become successful learners. Lesson one teaches goal-setting skills in terms of setting long-term goals that can be accomplished by outlining a step-by-step plan that takes into consideration the need for problem-solving, revision, timelines, resources, rewards, and self-assessment. Lesson two helps students apply the skills necessary to set and accomplish goals.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What are some of the positive outcomes of goal setting?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will set one goal and make a plan to accomplish that goal as measured by the "I Can Make a Plan" worksheet.		AD.6.A.04.a.: Revise and practice educational goal-setting and self-assessment skills.		RF.4.3 RF.4.4 W.4.2 SL.4.1 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan .	Level 3
2. The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational goal.		AD.6.A.04.a.		SL.4.1 L.4.1 L.4.3 L.4.6	AD A	Level 3

ASSESSMENT DESCRIPTIONS*:

1. The student will complete a work page that will demonstrate the knowledge of goal-setting skills.

2. The student will demonstrate knowledge and understanding of strategies related to studying which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See: Lesson 1 Man On the Moon! Lesson 2 Simon Says - Taking Small Steps Towards My Goal
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See: Lesson 1 Man On the Moon! Lesson 2 Simon Says - Taking Small Steps Towards My Goal

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr4-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr4-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: Educational Plans Are Important

Grade Level: 5

Number of Lessons in Unit: 2 **Time Required for each lesson:** 30 minutes

Best time of year to implement this Unit: Fall

Lesson Titles:
Lesson 1: The Vacation Can Be An Education
Materials/Special Preparations Required:
Writing materials for each student
Let's Go To… and Why Do I Need A Plan? student activity sheets
United States or world wall maps

Lesson 2: Goal-Makers Win the Game
Materials/Special Preparations Required:
GOALS activity sheet
An indoors basketball goal
A small ball
Writing materials for each student

Missouri Comprehensive Guidance and Counseling Domain:
AD.6: Developing and monitoring personal plan of study.

Grade Level Standard (GLS):
AD.6.A.05.a. Recognize the importance of an educational plan. (DOK Level - 1)

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 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

Unit Essential Questions:

How can planning guide my future?

Unit Measurable Learning Objectives:

The student will list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.
The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).
The student will develop a plan to reach at least three personal goals, including possible obstacles.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Structured Overview; Compare & Contrast; Guided & Shared-Reading, Listening, View-Viewing, Thinking)
_X_ Indirect (Reflective Discussion; Concept Formation; Concept Attainment)
_X_ Experiential (Simulations)
___ Independent Study
___ 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.
The student will select short- and long-term goals.

Brief Summary of Unit:

Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for middle school and secondary education classes; then to post high school life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.

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

Ability to write and discuss ideas.

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Unit #1 Title: Educational Plans Are Important

Lesson Title: The Vacation Can Be An Education **Lesson:** 1 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
AD.6: Developing a personal plan of study.

Grade Level Standard (GLS):
AD.6.A.05.a. Recognize the importance of an educational plan

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Writing materials for each student
Let's Go To and *Why Do I Need A Plan?* student activity sheets
United States or world wall maps

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's. Assessment can be question answer, performance activity, etc.
The student will compare and contrast planning for a trip and making a plan for their future.

Lesson Preparation

Essential Questions:

How can planning guide my future?

Engagement (Hook):

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

Procedures

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

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

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Name_____

Let's Go To _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

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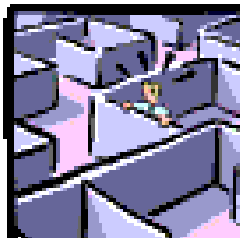
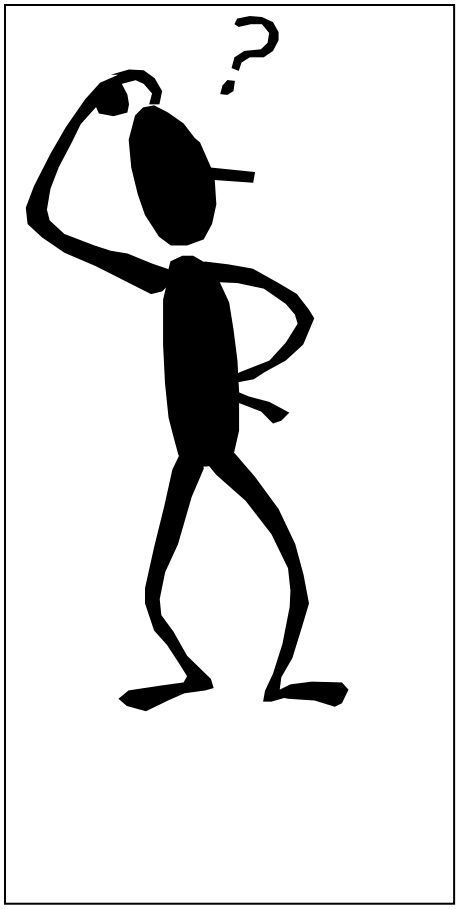
Name_____

Why Do I Need A Plan?





1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____

What academic level do I want to achieve in school? _____
_____
_____
_____

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

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Unit #1 Title: Educational Plans Are Important

Lesson Title: Goal-Makers Win the Game! **Lesson:** 2 of 2

Grade Level: 5

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.05.a.Recognize the importance of an educational plan.

American School Counselor Association National Standard (ASCA):
Academic Development
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

GOALS activity sheet
An indoors basketball goal
A basket ball
writing materials

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English 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	

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three goals.
The student will identify one road block that could get in the way of accomplishing each goal.
The student will identify the first step toward 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 select long- and short-term goals in order to complete the "GOALS" activity sheet.

Lesson Preparation

Essential Questions: How can goals help me?

Engagement (Hook): Ask students to think of a game they would like to win. If a student chooses basketball, call this student to the front of the class and give this student three chances to make a goal. Call one or two more basketball fans to do the same. Introduce the terms *educational goals* and *opportunities*.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor introduces/reviews the word *goal*. 2. Give examples of educational or academic goals. (Short term): • Finish all assignments on time. • Do my homework. • Prepare for a test. • Have all my supplies.	1. Students give examples of goals. 2. Students listen.

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(Long term): • Make the honor roll the next nine weeks. • Be promoted to the next grade. • Go to college or technical school. • Become a _____ (Favorite career).	
3. Pass out the *Goals* worksheet. Give directions and have students complete the activity. (Collect the completed activity sheets. Tell students that the activity sheets will be returned the next week by their teacher who will do an extension activity.)	3. Students complete the worksheet.
4. Explain the word *opportunity*. Emphasize that, unless they are retained, this is their only opportunity to do well in 5th grade, and each day in school will be their only opportunity to do well in school that day. Suggest that doing their best in school each day is the first step towards achieving academic goals.	4. Students listen and participate.

Teacher Follow-Up Activities

Teacher will review student activity sheets and have students orally share their written examples.

Counselor reflection notes (completed after the lesson)

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GOALS

This is a goal... a basketball goal.

This is also a goal... the finish line.

There are other goals! Goals are worthwhile things you want to accomplish!!

1. Write a goal you want to reach in school this week._____

_____

What is the first step to make it happen? _____

What roadblocks can get in the way? _____

2. Write a goal that you want to accomplish by the end of the school year._____

_____

What is the first step to make it happen?

What roadblocks can get in the way?

3. Write a goal you want to reach when you become a teenager._____

_____

What roadblocks can get in the way? _____

I pledge to be loyal to my goals:

_____ _____ _____

My Signature Date Grade

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Academic Development

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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: Educational Plans Are Important Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for Middle School and Secondary Education classes; then to post High School life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How can planning guide my 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 list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.		AD.6.A.05.a. Recognize the importance of an educational plan.		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).		AD.6.A.05.a.		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3	AD A.	Level 1

				L.5.4 L.5.5 L.5.6		
3. The student will develop a plan to reach at least three personal goals, including possible obstacles.		AD.6.A.05.a.		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 1

ASSESSMENT DESCRIPTIONS*:

The student will select short- and long-term goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study _____ Interactive Instruction
1 2 3	**See Lessons:** Lesson 1 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	**See Lessons:** Lesson 1 The Vacation Can Be An Education Lesson 2 Goal-Makers Win the Game

	Direct: Structured Overview	**Indirect:** _____ Problem Solving	**Experiential:** _____ Field Trips	**Independent Study** _____ Essays	**Interactive Instruction** _____ Debates

	(Ls. 1, 2) ecture xplicit Teaching rill & Practice ompare & Contrast Ls. 1) idactic Questions emonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Case Studies _____ Reading for Meaning _____ Inquiry __X___Reflective Discussion (Ls. 1) _____ Writing to Inform __X___Concept Formation (Ls. 1) _____ Concept Mapping __X___Concept Attainment (Ls. 2) _____ Cloze Procedure	_____ Narratives _____ Conducting Experiments __X___Simulations (Ls. 1) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr5-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/AD6-Gr5-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: Developing Awareness of Work and Workers **Grade Level:** K

Number of Lessons in Unit: 4

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do

Materials/Special Preparations Required:

- Two puppets of your choice
- *These Are a Few of My Favorite Things To Do* activity sheet
- Sharing Circle Ball

Lesson # 2: Name That Career Path

Materials/Special Preparation Required:

- *Career Paths* mini poster(1)
- *Career Path* posters (6)
- Puppets from lesson 1
- Blank 5x7 index cards or sentence strips

Lesson #3: Traveling the Career Paths (Part 1)

Materials/Special Preparation Required:

- *Career Paths* mini poster(1)
- Same two puppets from lessons 1 & 2
- Various career hats, pictures or puppets
- Blank 5x7 index cards or sentence strips

Lesson #4 Traveling the Career Paths (Part 2)

Materials/Special Preparation Required:

- *Career Paths* posters & *Career Paths* mini poster from Lesson 2
- Student generated list of jobs (on index cards from Lesson 2 & 3)
- Same two puppets from previous lessons
- Blank Index Cards (5x7) or sentence strips
- Board Space for each Career Path
- Musical Selection on tape or CD

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standards (GLS's):

CD.7.A.0K.a.i: Identify likes and dislikes at home and school. (DOK Level - 2)

CD.7.B.0K.a.i: Identify workers in the school and in families related to the six (6) career paths. (DOK Level - 2)

CD.7.C.0K.a.i: Recognize that all work is important. (DOK Level - 1)

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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 idea 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	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 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	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	

Unit Essential Questions:

What is work?
Why do people work?

Unit Measurable Learning Objectives:

Students will identify at least two tasks they like to do at home and at school.
Students will identify at least two tasks they dislike at home and at school.
Students will identify all six career paths as a group and identify why they are important.
Students will identify at least two workers in school and their career paths.
Students will identify at least two family members and their career paths.
Students will identify two jobs and share one reason why each job is important.

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Unit Instructional Strategies/Instructional Activities

__x___ Direct (Guided and Shared – reading, listening, viewing, thinking)
_____ Indirect
_____ Experiential
_____ Independent Study
__x___ Interactive Instruction (Brainstorming, Think, Pair, Share)

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.
Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.

Brief Summary of Unit: Students will identify activities that they like/dislike at home and at school; will learn how to relate knowledge of workers at home and at school to the 6 career paths; and develop an appreciation for the importance of all kinds of work.

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 possess some knowledge of workers at school and at home.
Students will possess some knowledge of the duties and responsibilities required of various workers.
Students will possess some knowledge of vocabulary such as: likes/dislikes, work/workers, duties/responsibilities, favorite or not so favorite, least/most, jobs.

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Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: These Are A Few of My Favorite and Not So Favorite Things To Do

Grade Level: K **Lesson:** 1 of 4

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLS):
CD.7.A.0K.a.i: Identify likes and dislikes at home and school.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

2 puppets of your choice
These Are a Few of My Favorite Things To Do Activity Sheet
"Sharing Circle" ball

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
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 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	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	

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify at least two tasks they like to do at home and at school.
Students will identify at least two tasks they dislike at home and at 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 demonstrate by completing *These Are a Few of My Favorite and Least Favorite Things To Do* Activity Sheet -- drawing a minimum of one of their favorite things and least favorite things at school and home.

Lesson Preparation

Essential Questions:
Why do you have favorite things?
Why do you have least favorite things?

Engagement (Hook):
Puppet will perform a dialogue involving these questions. Is it important to have things you like to do? Why? Is it okay not to like every thing you do? Do you have favorite things you like to do at school and home? Do you have to do things at school and home that are not your favorite?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Puppets will ask the students the questions listed in the hook. The puppets will follow with an energetic discussion of their favorite and least favorite things to do at school and at home.	1. Students will respond to questions. Counselor will facilitate students' taking turns, topic focus and every student responding.
2. Puppets will interact with students, asking three or four students what their favorite subjects are at school.	2. Students will actively respond to the puppets' questions.
3. Puppets will continue the discussion by asking what activities the students like	3. Students will actively respond to the puppets' questions.

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and dislike doing when they are at home. The puppets will ask three or four additional students to share their least favorite things at home (encourage contributions from all students).	
4. Puppets will hand out a *These are a Few of My Favorite or Least Favorite Things To Do Activity Sheet*. In the first column, students will draw one thing they like to do at school and one thing they like to do at home. In the second column the students will draw a least favorite activity or thing for school and another for home.	4. Students will draw one favorite and one least favorite activity to do at school and home.
5. Upon completion of the activity sheet, the puppets will instruct students to bring their activity sheet and join the Sharing Circle. Each student will share what they like best/least at school and home. The puppets will pass the *Sharing Circle Ball* to the student who starts the Sharing Circle process.	5. Students will bring their papers to a "Sharing Circle" in the room and sit down in the circle quietly. Each student will respond in turn as they receive the "Sharing Circle" ball. As they pass the ball, alternating students will share one thing they like best, and while the others share what they like least. The other students will listen. If class is large, the counselor may divide the class into two groups to perform the activity.
6. The counselor asks: How did you decide what you like or don't like?	6. Students' responses will indicate a beginning awareness of "influences" in their lives e.g. "I don't like to get my hands dirty." "My friend, Lucy, doesn't like to sweep and neither do I."
7. Puppets will facilitate students' summarization of the discussion, emphasizing: a.) that each child had great ideas; b.) that there were so many different ideas; c.) that it is important to remember that everyone has different and similar "favorite and not so favorite" things he or she does.…and that's okay! d) our favorite or not so favorites will change as life goes on and people grow and change.	7. Students will actively respond to the puppets' prompts, bringing out: the concepts of a. Each person has "favorite and not so favorite" things he or she does. b. We make choices based on our likes and dislikes (using age- appropriate language/vocabulary).
8. Puppets thank the students for allowing them to visit their classroom, and promise	8. Students close with saying, "You're Welcome" or "Good-Bye" to the puppets.

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to return. NOTE: Counselor may also choose to put the favorite things on the “front” side of the worksheet, and the least favorite things on the “back” side of the worksheet.	

Teacher Follow-Up Activities

Teacher may have students cut out pictures of people doing different activities for a class collage of differences and similarities in likes and dislikes (favorite or not so favorite) things.

Counselor reflection notes (completed after the lesson)

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My Favorite Things To Do…	***My Least Favorite Things To Do…***
Draw a picture of at least one of your favorite things.	***Draw a picture of at least one of your least favorite things.***
at school…	**at school…**
at home...	**at home…**

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Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: Name That Career Path **Lesson:** 2 of 4

Grade Level: K

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

Grade Level Standard (GLS):
CD.7.B.0K.a.i: Identify workers in the school and in families related to the six (6) career paths.
CD.7.C.0K.a.i: Recognize that all work is important.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Career Path mini poster
Career Path posters (station throughout the room)
Same two puppets from lessons 1
Blank 5x7 index cards or sentence strips

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
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 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	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

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify all six career paths as a group and identify why they are important.

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.
Performance Task: Students will name the jobs of their parents or friends and then match the job with the appropriate career path.

Lesson Preparation

Essential Questions:
Why are there so many different kinds of jobs?
Engagement (Hook):
Puppets will perform a dialogue with students regarding various jobs as puppets wear different job hats or hold different job tools, or hold pictures of different jobs. (Hats, tools, or pictures should represent each of the six career paths.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Puppets will ask questions using props such as worker hats, tools, pictures and/or the individual mini poster of the career paths (Example: What job might require the use a hammer? Which career path do you think this job matches? Fixing and Building Technology). The puppets will give an example or two for each career path, thus reviewing the six career paths from the last lesson. Counselor will ask which, if any, career path is more important than the others.	1. Students will respond by sharing ideas about jobs and career paths. They will also share that all career paths are important.
2. Puppets say, “Today we are going to play another version the ‘Career Path Game’.	2. Students will give names of jobs.

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Think of someone you know who has a job." Each student will have a chance to quickly name the job.	
3. The counselor will introduce the six separate *Career Path* posters posted around the room. As students name various jobs, the class will determine which career path the job matches. The counselor will write the job title on a 5x7 index card or sentence strip. (NOTE: Keep a fast pace so that 1st learners standing are engaged throughout).	3. The student takes the Career Card to the Career Path poster that is chosen. Procedure is followed for each job title/career card.
4. Once the career path is determined, the puppets will ask students, "What makes this an important job?	4. Students will respond to indicate the unique importance of each job. The puppets will assist those who have difficulty with the answer.
5. Puppets will dialogue with the students to review the 6 career paths and to restate the idea that <u>every</u> job is important.	5. Students will listen and respond appropriately.

Teacher Follow-Up Activities

The teacher can identify a career path for each special guest that visits the classroom.

NOTE: Counselor/teacher may also choose to paste the *Career Path* posters on separate colors of construction paper. Students can name the color even if they can't remember the name of the career path. Counselor/teacher would have pictures of people doing different jobs, which the class then assigns to a career path color. If colors are used to represent the career paths, then the colors need to be consistent lesson to lesson, year to year.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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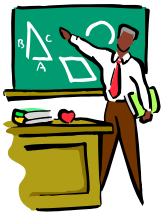
Helping Path

(Human Services)

People who like to work with people to help make things better for others.



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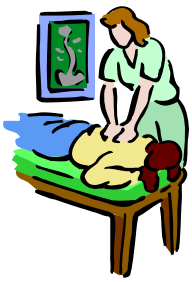
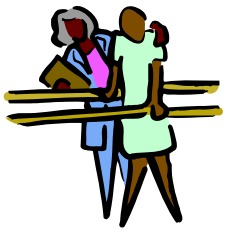


Health Path

(Health Services)

People who like to care for animals and people.



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Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: Traveling the Career Paths (Part 1) **Lesson:** 3 of 4

Grade Level: K

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

Grade Level Standard (GLS):
CD.7.B.0K.a.i: Identify workers in the school and in families related to the six (6) career paths.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Career Paths mini poster(1)
Same two puppets from lessons 1 & 2
Various career hats, pictures or puppets
Blank 5x7 index cards or sentence strips

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
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 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	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

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify at least two workers in school and their career paths.
Students will identify at least two family members and their 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.
Performance Task: Counselor will quiz students as a class asking them to match job with career paths using job list on board.

Lesson Preparation

Essential Questions:
Why are there so many different kinds of work? (NOTE: this ties directly to the previous lesson's discussion of likes/dislikes, and into the need for career paths)
Engagement (Hook):
Puppets (introduced in Lesson 1 of this unit) discussion of the six career paths
Career puppets or hats or pictures that represent each of the six career paths

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Puppets will ask the students to identify jobs that they are aware of.	1. Students will identify jobs.
2. Puppet One will ask the students why there are so many kinds of jobs. Puppets will ask students to identify adult jobs of family members, of school workers and of community workers. The counselor will write the jobs on the board. The counselor will later write the jobs on index cards or sentence strips to be used in lesson 4.	2. Students will respond to questions asked.
3. Puppet Two will explain that different jobs are for people who like to do different	3. Students will listen to the explanation, responding to any questions about the previous

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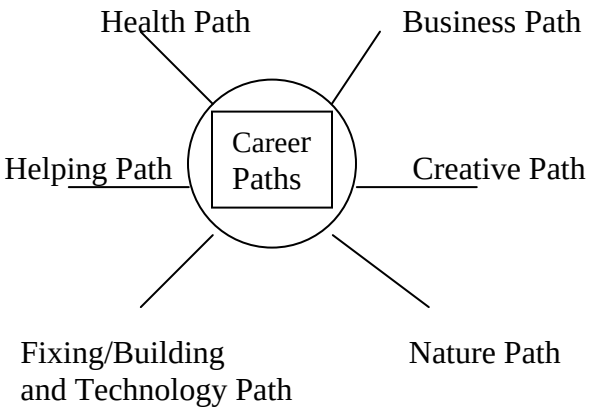
things and activities, reminding them of the previous lesson's discussion on likes and dislikes.	lesson's discussion that might be asked.
4. The puppets will ask the students, "Did you know that you are on a career path?" When do you think you started your career path? (If the class does not appear aware that they are on a career path, counselor will offer further explanation.)	4. Students will respond accordingly.
5. The puppets ask students, "What are some things you have learned since starting school? The counselor will write students ideas on the board.	5. Students share things they have learned in school (reading, writing, math, listening, being a good friend, paying attention, etc.).
6. The puppet will review the list of ideas and say, "Are these things a person might need when working at their job?" Would a teacher need these skills…banker, construction worker, police officer…?	6. Students will review the list of skills and respond. The answer should be yes that all skills learned would be needed. Some skills would be used more than others at certain jobs.
7. The counselor distributes copies of the *Career Path* mini poster. Instruct students to look at the picture/icons on the left side of the poster. Explain that there are 6 different kinds of career paths, and that there are many jobs in each career path.	7. Students will review the career path poster, and listen to the examples.
8. Introduce the six paths with the aid of the mini poster. The counselor will draw a circle on the board with career paths written in the middle. The counselor will draw six lines from it (see illustration under #8 on student involvement). Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order)…. Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.	8. When the copy of the poster is distributed, the students will review the paths as the counselor/puppets are talking about each career path. 

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9. The puppets explain that they will continue to talk about the six career paths during the next lesson. The counselor asks students to write the name on the poster and collects the poster for the next lesson.	9. Students write their name on the poster and hand it in to the counselor.

Teacher Follow-Up Activities

Teacher will post the career path poster in the classroom.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: Traveling the Career Paths (Part 2) **Lesson:** 4 of 4

Grade Level: K

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

Grade Level Standard (GLS):
CD.7.C.0K.a.i: Recognize that all work is important.

American School Counselor Association (ASCA) National Standard:
Career Development
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Posters of the 6 career paths
Career Paths posters & *Career Paths* mini poster from Lesson 2
Student generated list of jobs (on index cards from Lesson 2 & 3)
Same two puppets from previous lessons
Blank Index Cards (5x7) or sentence strips
Board Space for each Career Path
Musical Selection on tape or CD

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
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 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	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

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		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		

Lesson Measurable Learning Objectives:

Students will identify two jobs and share one reason why each job is important to the world of work.

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.
Performance Task: Students (as a class) will match job with the most appropriate career paths using job list on board or career cards as "starters". Students will be encouraged to add other jobs to the career paths.

Lesson Preparation

Essential Questions:
Why is it important for us to know where we are going when we get up in the morning? If we don't, what might happen?
Engagement (Hook): Put on some music. Have students form a train or line in the classroom behind the counselor. Start walking around the room in a train form. Say we are making a path in our classroom. Indicate different locations in the room and then take the train of students in that direction (Example: We are making a path to the bookshelf). When the song finishes explain to the students that you just made a path to different places in the room. Just like when people decide what job they want and then they have follow different paths to get there.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will distribute the *Career Path* mini poster from the last class. Using the same procedure from the last class, the counselor will draw a circle on the board with career paths written in the middle of the circle. The counselor will draw six lines from it (see illustration under #1 on student involvement).	1. Students will review the career path poster, and listen to the examples.

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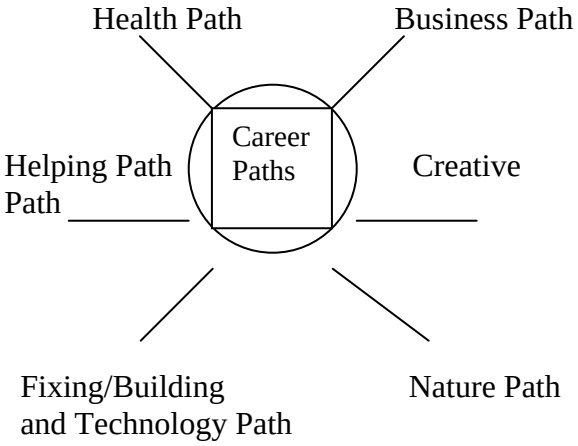
Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order)…. Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.	
2. Discuss the Icon symbols on the *Career Path* mini poster and share what the symbol represents for that career path. The counselor will return each student's copy of the mini-poster from Lesson 2. Say, "Hold up you hand if you remember how many career paths there are. Distribute the poster to students. Hint: If you don't remember, look at the pictures on the Left side of the mini-poster.	2. The students will review the symbols as the counselor/puppets are talking about each career path.
3. Puppets will ask, "Which career path is the most important?" If students do not respond with "all," puppets will tell the class that EVERY career path is important and discuss why all jobs are important. Give an example: "If we didn't have doctors what would happen?" If we didn't have farmers what would happen?"	3. Students will offer suggestions.
4. Counselor will review the job titles listed during Lesson 2 and ask students to name jobs they observed people doing since that lesson. New cards will be made and added to the set of career cards. The puppets tell students they are going to play the "Career Path Game". Several students will be selected to draw Career Cards. The counselor will read the job title and the student will identify a possible career path for that job.	4. Students will contribute new job titles.

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5. Write the name of one career path on each of the 6 poster boards, bulletin boards, or other display. Career Cards will be placed in columns under the appropriate career path. 6. The puppets tell the students to take their Career Path Mini Posters home to discuss it with their parents or an adult at home. Suggest that the students ask their parents to help determine the career paths their parents' jobs fit into.	5. Students will play the game and respond with the appropriate career path. Classmates will assist in matching the jobs and career paths if needed. 6. The students will take their mini poster, home and discuss the career paths with their parents or other adults at home.

Teacher Follow-Up Activities

Teacher will discuss the career path poster when they have speakers or guest in the room.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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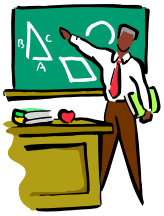
Helping Path

(Human Services)

People who like to work with people to help make things better for others.



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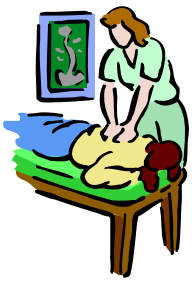
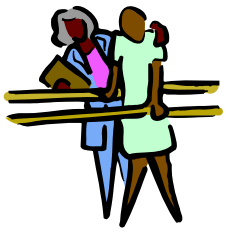


Health Path

(Health Services)

People who like to care for animals and people.



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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: Developing Awareness of Work and Workers Students will identify activities that they like/dislike at home and at school; will learn how to relate knowledge of workers at home and at school to the 6 career paths; and develop an appreciation for the importance of all kinds of work.	**SUGGESTED UNIT TIMELINE: 4 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What is work?
2. Why do people work?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify at least two tasks they like to do at home and at school.		CD.7.A.0K.a.i: Identify likes and dislikes at home and school. CD.7.B.0K.a.i: Identify workers in the school and in families related to the six (6) career paths. CD.7.C.0K.a.i: Recognize that all work is important.		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	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 - 2 DOK Level - 2 DOK Level - 1
2. Students will identify at least two tasks they dislike at home and at school.		CD.7.A.0K.a.i CD.7.B.0K.aC D.7.C.0K.a.i		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1

				SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5		
3. Students will identify all six career paths as a group and identify why they are important.		CD.7.A.0K.a.i CD.7.B.0K.a.i CD.7.C.0K.a.i		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level - 1
4. Students will identify at least two workers in school and their career paths.		CD.7.A.0K.a.i CD.7.B.0K.a.i CD.7.C.0K.a.i		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
5. Students will identify at least two family members and their career paths.		CD.7.A.0K.a.i CD.7.B.0K.a.i CD.7.C.0K.a.i		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
6. Students will identify two jobs and share one reason why each job is important.		CD.7.A.0K.a.i CD.7.B.0K.a.i		RF.K.2 RF.K.3 W.K.8 SL.K.1	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1

		CD.7.C.0K.a.i		SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5		

ASSESSMENT DESCRIPTIONS:

Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2 3 4 5 6	See: Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do Lesson #2: Name That Career Path Lesson #3: Traveling the Career Paths (Part 1) Lesson #4: Traveling the Career Paths (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5 6	See: Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do Lesson #2: Name That Career Path Lesson #3: Traveling the Career Paths (Part 1) Lesson #4: Traveling the Career Paths (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview	_____ Problem Solving	_____ Field Trips	_____ Essays	_____ Debates

	_____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3,4)	_____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Role Playing _____ Panels ___x___ Brainstorming (Ls. 1,2,3,4) _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups ___x___ Think, Pair, Share (Ls.1,2,3,4) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD7-GrK-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD7-GrK-Unit1.doc1

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: Work, Career Paths and Me! **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required: 20-30 minutes/each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Jobs I Like At Home and School

Materials/Special Preparation Required:

- Classroom Job Chart
- Flip Chart, Board, or Other Visual Media
- Markers
- "Sharing Circle" Ball

Lesson #2: Career Paths In My Community

Materials/Special Preparation Required:

- *Career Paths* mini poster
- Career Puppets (counselor's choice)
- Paper, markers, pencils
- Set of *Career Path* posters

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standards (GLS's):

CD.7.A.01.a.i: Identify strengths and interests at home and school. (DOK Level – 1)

CD.7.B.01.a.i: Identify workers in the local community related to the six (6) career paths. (DOK Level - 2)

CD.7.C.01.a.i: Explain the importance of jobs in the family and school. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:

Career Development:

C: Students will understand the relationship between 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 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.

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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	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 Essential Questions:

What are jobs?
Why jobs important?

Unit Measurable Learning Objectives:

The student will be able to identify personal strengths and interests related to one home activity and one school activity.
The student will be able to identify six community workers and how their jobs match each of the six career paths.
The student will demonstrate the importance of jobs by identifying one job within the family and the school.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Lecture, Explicit Teaching)
_____ Indirect
_X___ Experiential (Surveys)
_____ Independent study
_X___ Interactive Instruction (Brainstorming, 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.
At the conclusion of the unit, the student will identify personal strengths and interests, and to articulate the importance of jobs within the family and the school setting. The student will also be able to match jobs in the community with each of the Career Paths.

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Brief Summary of Unit:
Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.

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 have some knowledge of different jobs they do at home and at school.
Students will have some familiarity with the career paths.

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Unit #1 Title: Work, Career Paths and Me!

Lesson Title: Jobs I Like At Home and At School **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLS):
CD.7.A.01.a.i: Identify strengths and interests at home and school.
CD.7.C.01.a.i: Explain the importance of jobs in the family and school.

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.

Materials (include activity sheets and/ or supporting resources)

Classroom Job Chart
Flip Chart, Board, or Other Visual Media
Markers
Sharing Circle Ball

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.
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 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.

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	

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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		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will identify personal strengths and interests related to one home activity and one school activity.
The student will demonstrate the importance of jobs by identifying one job within the family and the 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.
The student will identify personal strengths and interests related to one home activity and one school activity.
The student will demonstrate the importance of jobs by identifying a job within the family and/or the school.

Lesson Preparation

Essential Questions:

1. Why do people have jobs at home or school?
2. What would happen if people didn't have jobs?

Engagement (Hook):

Look at the classroom job chart. Name each job, and ask the students to give a "thumbs-up" if they would like to do the job. Ask the students, "Which jobs do you do well in the classroom? Are there some classroom jobs that interest you more than others?"

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, summarize what the students have said; noting jobs that individuals mentioned as being jobs they would do best (e.g. Mario and Sarah said they would be able to do the job of librarian really well since they like to visit the library. I noticed that they gave the librarian a "thumbs-up" when I asked what jobs you would like.). Tell the students that things we can do really well are called "strengths."	1. Students will listen.
2. Ask, "What is an interest?" Does an interest have to be strength of person? Is there a difference between strength and an interest? The classroom jobs you gave a "thumbs up" rating are interests you indicated you'd like to do the job."	2. Students' possible responses: "An interest is something I like to do or want to know more about." "A person doesn't have to be good at something for it to be an interest. You may have an interest in baseball, but your strength may not be that sport." "Your interest may be working at the computer and your strength may be computer games."
3. Ask students to form a circle. The counselor says, "This is our *Strength/Interest Circle*." To reinforce the concept of "strength and/or interests," ask each student to tell one strength and one interest at school or at home. Give some examples, if necessary (examples: My strength is helping others in my family. I'm interested in reading books at school. I'm interested in finding out new things).	3. Students will form a circle in the classroom and sit on the floor. Students will pass a Sharing Circle Ball around and take turns telling what a personal strength/interest is of theirs when the ball comes to them.
4. On the flip chat (or other visual aid) write "Our Jobs at Home". Create a home job chart using suggestions from the students. The counselor will write the suggestions on the chart.	4. Students will offer suggestions of jobs at home.
5. Name each job and ask students to give a "thumbs-up" if they like the job. Ask 3 or 4 students to tell what they like about those jobs. After reviewing the list, make the connection between what they like to do/ are	5. Students will give a "thumbs-up" to indicate if they like a job and identify one or two "things" they like about the job.

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interested in doing and what they are good at doing.	
6. Looking at the 2 job charts (classroom and home), ask the students which jobs are important. **What would happen in the classroom if we didn't have people to do the jobs?** Example: Paper Passer: If we didn't have the paper passer everyone would get up at once and to get paper, or the teacher would have to take time out of the lesson to pass out all of the papers and lose learning time. **What would we see if the job of paper passer was done well?** Follow this up by explaining that we would recognize this as being a person's strength. **What would happen at home if people didn't do their jobs?** Example: If someone didn't do the job of washing the dishes then there would be dirty dishes stacked all over the cabinets.	6. Students will generate responses indicating: • Consequences of no one doing a specific job. • Using strengths to do a job well. • Consequences of no one doing jobs at home.
7. Summarize the lesson by stating that people have different strengths and interests which help them do their jobs well. Reinforce that all jobs are important to help our homes and schools "run smoothly."	7. Students will give final thoughts if asked.
8. Close lesson with a "Sharing Circle": Using the Sharing Circle Ball, ask students to tell the class one idea they will remember about interests or strengths or job (Remember: 1st graders need help staying focused on topic.	8. Students will share ideas.

Teacher Follow-Up Activities

When the teacher assigns classroom jobs, she/he might reinforce the strengths and interests that students are bringing to those tasks.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Work, Career Paths and Me!

Lesson Title: Career Paths in My Community **Lesson:** 2 of 2

Grade Level: 1

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

Grade Level Standards (GLS):
CD.7.B.01.a.i: Identify workers in the local community related to the six (6) career paths.

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)

Career Paths mini poster
Career Puppets (counselor's choice)
Paper, markers, pencils
Set of *Career Path* posters

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.
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 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.

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	

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	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		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify six community workers and how their jobs match each of the 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 match six community jobs/careers with the appropriate Career Path.

Lesson Preparation

Essential Questions:
1. Why do we need workers in our community?

Engagement (Hook):
Counselor begins by giving clues of an easily identifiable community job, making sure that each clue relates back to the descriptors within a career path (i.e. I am a helping person. I like to work with people. I give medicine to people when they are sick. Who am I?) A job from each career path should be included.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook activity, counselor/puppets explain that the jobs they just identified are all in separate career paths. The counselor will post the *Career Paths* mini poster at the front of the room.	1. Students offer suggestions to answer the "Who am I" questions.
2. The counselor asks students to put on "memory caps" and recall what they remember /know about the career path there are 6 different career paths; there are many jobs in each career path. Counselor/puppets will introduce the six career paths using the descriptions on the posters.	2. A student will be selected to post each *Career Path* mini poster at the front of the room as each career path is described.
3. The counselor asks students, **"What skills have you learned since starting school?"** The counselor will write the students' ideas on the board. **"Did you know you started on your career path the first day you started preschool or Kindergarten?"** Counselor explains the connection between what they are learning/have learned at school and the world of work. When you were in Kindergarten you learned about strengths and interests. Think about the things on our list you like or do well…. What workers are required to use the skills you like or do well in their work every day? Ask volunteers to answer. Did you know you can turn your interests into skill strengths if you want to! Say, "I'd guess that you are better at some of the skills than you are at others AND that you like to do some of the activities on the list more than you like to do others. If this is true for you, smile or give a "thumbs-up".	3. Students take turns contributing ideas to the list (Ideas: Reading, writing, math, getting along with others, listening, sitting still, etc.).
4. The counselor will divide students into 6 groups. Each group will be given a large piece of paper and assigned one career path for which they draw pictures of jobs in that career path. The counselor says, "Today	4. Students respond with the counselor's assistance. The students' job in the company is to work together by sharing ideas and materials to complete the illustrations for the assigned career path.

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your job is working with a career path company, which promotes jobs in your assigned career path. You are to work with other people in your company to illustrate jobs in your assigned career path." Bonus: Include the importance of each job.	
5. Each group will show illustrations to the class to indicate jobs represented in the assigned career path.	5. Groups will share illustrations with the class.
6. Closure: Ask students to identify a skill strength required of one worker in one career path.	6. Students will state the job title and one skill strength (e.g. A veterinarian has to have lots of skill strength in measuring so he or she will give the right amount of medicine to my horse.)
7. Career path illustrations will be displayed in the classroom or in the hallway.	

Teacher Follow-Up Activities

The teacher may want to keep the career path posters posted in the classroom. As jobs are mentioned in the course of instruction, the teacher can ask what career path each job matches.

Counselor reflection notes (completed after the lesson)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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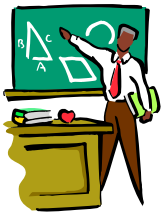
Helping Path

(Human Services)

People who like to work with people to help make things better for others.



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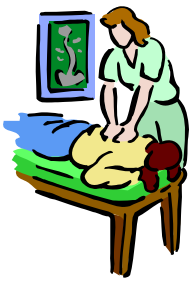
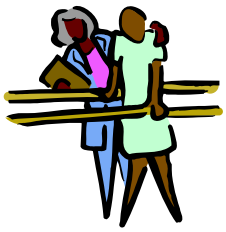


Health Path

(Health Services)

People who like to care for animals and people.



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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: Work, Career Paths and Me! Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What are jobs?
2. Why jobs important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will be able to identify personal strengths and interests related to one home activity and one school activity.		CD.7.A.01.a.i: Identify strengths and interests at home and school. CD.7.B.01.a.i: Identify workers in the local community related to the six (6) career paths. CD.7.C.01.a.i:Explain the importance of jobs in the family and school.		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5 L.1.6	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 1 DOK Level – 2 DOK Level – 2
2. The student will be able to identify six community workers and how their jobs match each of the six career paths.		CD.7.A.01.a.i CD.7.B.01.a.i CD.7.C.01.a.i		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1	CD C	DOK Level – 1 DOK Level – 2 DOK Level – 2

				L.1.4 L.1.5 L.1.6		
3. The student will demonstrate the importance of jobs by identifying one job within the family and the school.		CD.7.A.01.a.i CD.7.B.01.a.i CD.7.C.01.a.i		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5 L.1.6	CD C	DOK Level – 1 DOK Level – 2 DOK Level – 2

ASSESSMENT DESCRIPTIONS*:
At the conclusion of the unit, the student will identify personal strengths and interests, and to articulate the importance of jobs within the family and the school setting. The student will also be able to match jobs in the community with each of the Career Paths.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct ____ Indirect __x__ Experiential _____ Independent study __x___ Interactive Instruction
1 2 3	See: Lesson #1: Jobs I Like At Home and School Lesson #2: Career Paths In My Community
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See: Lesson #1: Jobs I Like At Home and School Lesson #2: Career Paths In My Community

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview ___x___ Lecture (Ls. 1, 2) ___x___ Explicit Teaching (Ls 1) _____ Drill & Practice	_____ Problem Solving _____ Case Studies _____ Reading for Meaning	_____ Field Trips _____ Narratives _____ Conducting Experiments	_____ Essays _____ Computer Assisted Instruction	_____ Debates _____ Role Playing _____ Panels

	_____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x___ Surveys (Ls.1,2)	_____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	___x___ Brainstorming (Ls. 1,2) _____ Peer Partner Learning ___x___ Discussion (Ls.1,2) _____ Laboratory Groups _____ Think, Pair, Share ___x___ Cooperative Learning (Ls. 1,2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr1-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr1-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: Making Connections **Grade Level:** 2

Time Required: 20-30 minutes per lesson

Number of Lessons in Unit: 3

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime (Students must be able to perform tasks, e.g. writing responses)

Lesson Titles:

Lesson #1: Connecting the Dots: Activities/Interests to Careers

Materials/Special Preparation Required:

New Things to Learn and Explore Activity Sheet

Career Paths Mini Poster

Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths

Materials/Special Preparation Required:

Career Paths Mini Poster

Set of *Career Path* Posters

Connecting School Skills to the Career Paths Activity Sheet

Flip Chart, Board or Other Visual Media

Markers

Lesson #3: Connecting the Dots: Workers and Their Importance

Materials/Special Preparation Required:

Pictures of places that depict:

Well-kept vs. not well-kept

Jobs Done and Undone

Thank You for Helping our Community activity sheet

Pencils; Envelopes; Stamps

List of Names/Addresses of Community Workers (local phonebook)

Flip Chart, Board, or Other Visual Media

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standards (GLSs):

CD.7.A.02.a.i: Identify new activities and interests to explore. (DOK Level - 1)

CD.7.B.02.a.i: Identify the academic skills necessary for workers in the six (6) career paths.(DOK Level - 2)

CD.7.C.02.a.i: Explain the importance of jobs and workers in the community. (DOK Level - 2)

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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 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
X	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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Question:

What is the relationship between strengths, interests, and careers?

Unit Measurable Learning Objectives:

The student will identify at least two new activities and interests to explore.
The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.
The student will list at least three reasons that jobs and workers are important in the community.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_X___ Experiential (Narratives)
_____ Independent study
_X___ Interactive Instruction (Brainstorming)

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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.

The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment.

Performance Task: Students will write a friendly letter of appreciation to a community worker including:

- relationship of job to a career path.
- skills students observes worker using.
- the importance of worker and his or her job to the community.

Brief Summary of Unit:

Students will make the connection between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, connections between/among all work and workers.

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

Knowledge of Career Paths (name/give examples of jobs in each career path.)
Students need some knowledge of jobs in the local community.
Students need to be able to write responses on activity sheet, *New Things to Learn and Explore*.
Knowledge of Christopher Columbus
Vocabulary: Career path, explore, subject area, skill/strength

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Unit #1 Title: Making Connections

Lesson Title: Connecting The Dots: Activities/Interests to Careers **Lesson:** 1 of 3

Grade Level: 2

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLS):
CD.7.A.02.a.i: Identify new activities and interests to explore.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

New Things to Learn and Explore Activity Sheet
Career Paths Mini Poster (copy for each student)

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

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Lesson Measureable Learning Objective:

The student will identify at least two new activities and interests to explore.

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.
Work Sample and Performance Task: Students will complete the first and second sections of the Activity Sheet "New Things To Learn and Explore." Students will then identify the Career Path(s) that will link them to careers using the link between those activities and interests.

Lesson Preparation

Essential Questions:
How are your strengths, interests, and future career connected?

Engagement (Hook):
Hold up your hand if you have done a "connect the dots" activity. When connecting the dots what did you discover? Let's think about Christopher Columbus, the famous explorer. What kinds of interests/activities do you think he had/liked to do? What career path do you think Christopher Columbus followed? His interests/activities led him to be an explorer. Today, each of you is going to be an explorer.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Begin by using the "hook." Ask: What is an explorer? What will you do as an explorer?	1. Students will offer suggestions about what interests/activities they think Christopher Columbus might have had (e.g. Reading maps, boats, traveling to new places). • Volunteer definitions of "Explorer" • Volunteer descriptions of activities they will do as an explorer.
2. Ask students to reflect on last year's discussion of their strengths and interests.	2. Students volunteer meaning/examples of strengths/interests.
3. Counselor will ask for a volunteer to explain what an "interest" is, and what an "activity" is. Counselor will ask, "How is an activity different from an interest?" Explain that an interest is something you like to do or you want to learn more about, for example: "I'm interested in reading." "I'm interested in building things."Explain that an activity is something that you participate in at school, home or in the community. You can do this	3. Students volunteer to answer and invite others to volunteer.

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on your own or in a group. Ask students to give examples of activities that they are currently involved in. Say, "We can connect our interests and strengths to our choices of activities. For example, I am reading all the _____ books (activity) because I'm a good reader (skill strength) and am curious about _____ (interest)."	
4. Counselor will give each student the activity sheet, *New Things to Learn and Explore*. Counselor will instruct students to put their thinking caps on and think about what kinds of activities they might like to learn. Counselor will remind students that a person doesn't necessarily have to be good at an activity to learn it, but it's important to be interested in learning. Counselor will instruct students that some examples of activities to learn might include swimming, dancing, riding a bike or baseball.	4. Students will listen to the instructions.
5. Counselor will instruct students to complete the first two section of activity sheet by writing two activities and two interests that they will explore.	5. Students will write their responses to the first two on the worksheet.
6. Counselor will distribute copies of the *Career Path* mini poster to students. Instruct students to turn over the activity sheet while they review the six career paths. (Students will match each activity and interest with the appropriate career path.)	6. Students will write their responses on the worksheet. If time allows, students can work in pairs/groups on matching activities/interests to career paths.
7. Counselor will review the lesson by stating, "Being an explorer means trying new things. As you grow older, you will be learning and trying lots of new things that will lead you to future jobs and careers: What did you learn today about exploring new things. During our next lesson, we will be connecting the dots between academic (school) skills and career paths. Observe workers: look for the school skills they use.	7. Students will listen and volunteer to tell one "thing" they learned.

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Teacher Follow-Up Activities

Teacher may follow up by having the students brainstorm what specific kinds of jobs match the students' listed activities/interests and the career paths.

Counselor reflection notes (completed after the lesson)

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Name_____

New Things to Learn and Explore

Write at least two new activities that you will learn how to do:

1._____

2._____

3._____

4._____

Write at least two new interests that you will explore:

1._____

2._____

3._____

4._____

These are the Career Paths that my new activities and interests might lead to:

1._____

2._____

3._____

4._____

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Unit #1 Title: Making Connections

Lesson Title: Connecting The Dots: Linking Academic Skills to the Career Paths **Lesson:** 2 of 3

Grade Level: 2

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

Grade Level Standard (GLS):
CD.7.B.02.a.i: Identify the academic skills necessary for workers in the six (6) career paths.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Career Paths mini poster
Set of *Career Path* Posters
Connecting School Skills to the Career Paths Activity Sheet
Flip Chart, board, or other visual media
Markers

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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)

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

Lesson Measurable Learning Objectives:

Students will identify at least two academic skills necessary for workers in the 6 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.
Student Work Sample: Students will complete a worksheet that matches academic skills to corresponding career paths.

Lesson Preparation

Essential Questions:
Why are certain skills necessary for a person to be successful at certain jobs?
Engagement (Hook): "Teacher Interview"
Ahead of time, ask the classroom teacher (or some other staff member) to participate in the "hook." In front of the class, remind the students that you have been talking about career paths. Ask the teacher what subjects/skills she/he learned in elementary schools that have helped him/her to become a good teacher. The teacher will briefly discuss the pertinent subjects/skills. Ask students what career path a "teacher" fits. Thank the teacher for his/her participation, and go on with the lesson.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the "hook", the counselor will remind the students that they are on their path to a career, saying, "When did you start your career path/journey? What skills and subjects are you learning now or have learned previously to help you with your career path/journey." The counselor will record answers on board, flip chart, or other visual media.	1. Students will respond that they started their path to a career in preschool or kindergarten. Students respond with ideas using board, flip chart or other visual media.
2. The counselor will review the *Career Path* Mini Poster with the students and instruct students to select subjects/skills from the list generated by the students in step 1 and identify the career path they think these skills/subjects belong in. Make the point that these subjects/skills can fit in many of	2. Students will volunteer ideas. (reading – teacher, math– banker, music – singer, physical education – sports announcer, writing - journalist)

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the career paths.	
3. The counselor will pass out the activity sheet, *Connecting School Skills to the Career Paths*, and read the instructions.	3. Students will complete the activity sheet - individually or in small groups/pairs.
4. When the students have finished, the counselor will facilitate students' self-assessment of their work making sure they addressed each career path.	4. Students will rethink, revise, refine/reflect about their work results as needed.
5. The counselor will conclude the lesson by asking the students to state one new idea they learned about how school subjects/skills relate to career paths.	5. Students will state one new idea learned.

Teacher Follow-Up Activities

The teacher will post the *Career Path* mini poster in the classroom. In the course of various lessons, the teacher might ask how their activities relate to the career paths.

Counselor reflection notes (completed after the lesson)

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Name_____

Connecting School Skills to the Career Paths

Look at the list of skills and school subjects below. Write the skills and subjects that belong in each career path box (next page).

Hint: The same skill or subject may fit in several paths.

Subjects	**Skills**
Reading	Following Rules
Spelling	Listening
Writing	Finishing Work on Time
Music	Working as a Team Member
Computer literacy	Taking Turns
Social Studies	Respecting Others and Self
Mathematics	Problem Solving
Science	Asking Questions
Physical Education	Encouraging Others
Health	
Visual Arts	

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Creative Path _____ _____ _____ _____ _____ _____	**Health Path** _____ _____ _____ _____ _____ _____
Helping Path _____ _____ _____ _____ _____ _____	**Business Path** _____ _____ _____ _____ _____ _____
Fixing/Building Path _____ _____ _____ _____ _____ _____	**Nature Path** _____ _____ _____ _____ _____ _____

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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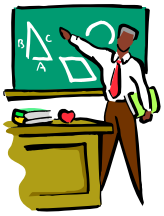
Helping Path

(Human Services)

People who like to work with people to help make things better for others.



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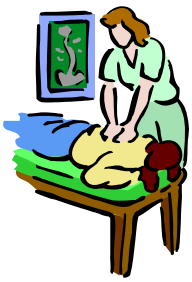
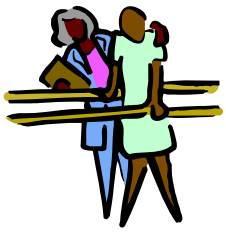


Health Path

(Health Services)

People who like to care for animals and people.



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Unit #1 Title: Making Connections

Lesson Title: Connecting the Dots: Workers and Their Importance **Lesson:** 3 of 3

Grade Level: 2

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLS):
CD.7.C.02.a.i: Explain the importance of jobs and workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Pictures of places that depict well kept vs. not well kept; jobs done and not done (CAUTION: Avoid using photos of homes and other personal belongings) Examples might be polluted streams vs. clear streams, littered vs. clean land (clean vs. dirty restaurants)
Thank You For Helping Our Community! activity sheet
Pencils; Envelopes; Stamps
List of Names/Addresses of Community Workers
Flip Chart, Board, or Other Visual Media

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Objectives:

The student will list at least three reasons jobs and workers are important in the community.

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.
Work Sample: Each student will write a friendly letter to a community worker expressing appreciation for the work they do and their importance to the community.

Lesson Preparation

Essential Questions:
What would our community look like if there were no people to do the jobs?

Engagement (Hook):
Show the class two contrasting pictures. One picture shows a polluted street and one with a clean street. Ask the students if they can name the community worker that is not doing his/her job well.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the "hook," the counselor will instruct students to generate a list of important jobs in their community. Counselor will record answers.	1. Students will list jobs.
2. Counselor will facilitate a discussion on the importance of each job (listed) to the community. The counselor will erase one job and discuss what would happen if this job didn't exist in the community.	2. Students will offer ideas.
3. Counselors will facilitate a discussion of why it is important that all workers know how valuable their work is to the community.	3. Students will participate in discussion.
4. The counselor will review the elements of friendly letters. Students will write a thank you letter to one of the workers the	4. Students will choose a worker/job and write a thank you letter.

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job list. The letter will also explain why the job is so important to the community. The counselor may need to lead a discussion about what words of appreciation might be included in a thank you letter. (See *Thank You for Helping our Community* activity sheet.)	
5. The counselor will instruct students on how to mail the letter. The counselor will have a phone book in the room for students to look up addresses. An example of how to complete an envelope will be available to the students. Counselor will arrange for cost of postage and arrange for mailing letters.	5. Students will address envelopes.

Teacher Follow-Up Activities

If community workers respond to thank you letters, the teacher will share letters with the class. This would be a good time to invite a postal carrier to talk with students about his or her job.

Counselor reflection notes (completed after the lesson)

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Thank You for Helping Our Community!

Thumbs Up to You

Date: _____

Dear_____,

Body: We are studying workers and career paths. You work as a _____,

which fits in the _____ Career Path. I have observed these workers doing

_____, _____, _____

for our community. I want you to know that I appreciate …

_____

_____

_____

_____

_____

_____

Thumbs-Up and Thank You for doing your job well.

_____
Student's Name

_____
School

_____
City, State, Zip Code

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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: Making Connections Students will make the connection between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, connections between/among all work and workers.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What is the relationship between strengths, interests, and careers?

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 at least two new activities and interests to explore.		CD.7.A.02.a.i: Identify new activities and interests to explore. CD.7.B.02.a.i: Identify the academic skills necessary for workers in the six (6) career paths. CD.7.C.02.a.i: Explain the importance of jobs and workers in the community.		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	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. CD C. Students will understand the relationship between training and the world of work.	DOK Level - 1 DOK Level - 2 DOK Level - 2
2. The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.		CD.7.A.02.a.i CD.7.B.02.a.i CD.7.C.02.a.i		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3	CD A CD C	DOK Level – 1 DOK Level – 2 DOK Level - 2

				L.2.4 L.2.5 L.2.6		
3. The student will list at least three reasons that jobs and workers are important in the community.		CD.7.A.02.a.i CD.7.B.02.a.i CD.7.C.02.a.i		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD A CD C	DOK Level – 1 DOK Level – 2 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment.
Performance Task: Students will write a friendly letter of appreciation to a community worker including:

- relationship of job to a career path.
- skills students observes worker using.
- the importance of worker and his or her job to the community.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x___ Direct _____ Indirect __x___ Experiential _____ Independent study __x___ Interactive Instruction
1 2 3	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths Lesson #3: Connecting the Dots: Workers and Their Importance
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers

2 3	Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths Lesson #3: Connecting the Dots: Workers and Their Importance				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips ___x___ Narratives (Ls. 1,2,3) _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ 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. 1,2,3) _____ Peer Partner Learning _____ Discussion (Ls. 1,2,3)j _____ 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/CD7-Gr2-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr2-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: Targeting Careers **Grade Level:** 3

Number of Lessons in Unit: 4

Time Required: 20-30 minutes each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: My School Goal (Part 1)

Materials/Special Preparation Required:

Step for Setting a Goal Student Activity Sheet
Step for Setting a Goal Teacher Goal Setting Mini Poster
Board, flip chart, or other visual media
Pencil or chalk

Lesson #2: My School Goal (Part 2)

Materials/Special Preparation Required:

My School Goal Weekly Goal Sheet
My Goal Sheet Student Mini Goal Sheet
Board, flip chart, or other visual media
Pencil or chalk

Lesson #3: My School Goal (Part 3)

Materials/Special Preparation Required:

My Goal Sheet Student Mini Goal Sheet
My School Goal Weekly Goal Sheet from lesson 2
Board, flip chart, or other visual media
Pencil or chalk

Lesson #4: How Do They **DO** That?

Materials/Special Preparation Required:

Job Picture Activity Sheet (cut up) **or** use actual photographs of modern day local heroes and key figures in the school and community (at least one to represent each of the career paths (e.g. school principal, mayor, firefighter, school nurse).
Activity Sheet – *The Career of a Community Hero*
Career Path Mini Poster (1)
Career Paths Posters (6)

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLSs):

CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals. (DOK Level - 3)

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CD.7.B.03.a.i:	Compare and contrast the academic skills required of workers in the six career paths. (DOK Level – 3)
CD.7.C.03.a.i:	Recognize the contributions made by all workers to the school and community. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between 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 1. Develop questions and ideas to initiate and refine research. 2. Discover and evaluate patterns and relationships in information, ideas and structures.
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. 6. Apply communication techniques to the job search and to the workplace.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses a 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.

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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:

Why do people set goals?
What happens when someone reaches a goal?
How is what you learn at school useful in a career?

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Unit Measurable Learning Objectives:

The student will list the steps to setting short-term and long-term goals.
The student will apply the steps by writing and evaluating progress toward goals.
The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.
The student will list at least two contributions of specified workers to the school or community.

Unit Instructional Strategies/Instructional Activities:

_X__ Direct (Structured Overview)
_X__ Indirect (Reflective Discussion)
_X__ Experiential (Conducting Experiments)
_____ Independent study
_X__ Interactive Instruction (Brainstorming)

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.
At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.

The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.

Brief Summary of Unit:
In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.

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 have knowledge of personal strengths and weaknesses related to academics and behavior.
Students will have knowledge of the career paths and the work represented within each career path.
Students will be familiar with different types of workers within the school and the community.
Vocabulary: Goals, Goal-Setting, Academic Subjects, Long Term Goal, Short Term Goal, Personal Goals, Educational Goals

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Unit #1 Title: Targeting Careers

Lesson Title: My School Goal (Part1) **Lesson:** 1 of 4

Grade Level: 3

Length of Lesson: 30 minutes sessions

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals

Grade Level Standard (GLSs):
CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.

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

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

"Step for Setting a Goal" Student Activity Sheet
"Step for Setting a Goal" Teacher Goal Setting Mini Poster
Pencil or chalk
Board, flip chart, or other visual media

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

X	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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving

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	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Decision making

Lesson Measurable Learning Objectives:

The student will list the steps to setting short- and long-term personal and educational goals.

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 explain, orally and in writing the step-by-step process for goal setting.

Lesson Preparation

Essential Questions:

Why do people set goals?
What happens when someone reaches a goal?

Engagement (Hook):

"Think about something you want to accomplish and imagine it 5 ft. in front of you. Take one step to get to the accomplishment. (They will find they can't do it. Some students will fall down when they try to take a really large step.) What happened? Did you reach what you wanted to accomplish in one step? How would additional and specific directions from me have helped you get to your accomplishment? We're going to talk about how it sometimes takes many steps to accomplish something in a short or long period of time."

Procedures

Instructor Procedure/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. "If you want to accomplish something, you have to know where you want to GO (Goal) and how you will get there (steps to your Goal)." Divide students into groups of four by counting off. The instructor explains that the students are going to brainstorm ideas together. "Who will explain what brainstorming means?" Brainstorming is when students come up with a variety of ideas to answer a question.	1. Students number off. Two or three students will explain the process of brainstorming to the class and get into their groups.
a. The instructor asks students to brainstorm to answer the following: What is a goal?	a. Students will brainstorm what they think a goal is. Possible responses: • A goal is something a person wants to accomplish or improve. • Something I want to improve.
b. Students brainstorm the following: What	b. Students brainstorm ideas on what a

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are ideas for personal goals? What are ideas for educational goals? Personal Goal: A personal goal is something you want to learn or improve on in your life. Example: I want to improve my basketball skills: free throw shooting and vertical jump. Educational Goal: An educational goal is a goal you set to accomplish or improve on in school. Example: "I learn to say my multiplication facts really fast."	personal goal is and what an educational goal is:
2. There are two types of Educational and Personal Goals: Short-Term and Long Term Goals. Brainstorm in small groups what short and long term goals mean. a. A short-term goal is a goal that can be Accomplished in a short period of time. Example: I will finish this before recess. Discuss other examples. b. A long-term goal is a goal that is worked on over an extended period of time. Example: This science project is due in three weeks. I will start on it by Friday. Discuss other examples.	2. Discuss possible responses and write their responses on a piece of paper to share with the class. Groups share their ideas.
3. Introduce the steps in setting goals. a. Goal - Choose goal b. Discuss - Discuss the goal with the teacher or friend, if necessary. c. Plan - The student makes a step-by-step plan and writes it down. 1) How do I start my goal? 2) What will help me complete it? 3) What actions will I take to reach my goal? d. Timeline - Set a timeline (beginning and ending date and time). e. Self-Assess – How will you check your goal. f. Evaluate- the students will evaluate their success at the end of the timeline.	3. Review steps in setting a goal:
4. Students are given an Activity Sheet "The Steps For Setting a Goal" to write the step-	4. Students will complete the sheet and review the steps with the class to self-

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by step process for goal setting.	assess their ability to recall the steps.
5. Tell students to discuss in small groups what would happen if one of the steps in the process were left out.	5. Students brainstorm and share ideas.
6. The instructor reviews the Activity Sheet "The Steps For Setting a Goal" and lets students know they will be completing a Goal Activity Sheet next week. The instructor asks students to think about a short-term educational goal over the next week that they would like to accomplish for their next session.	6. Students spend the next week thinking about a short-term goal they might like to accomplish and the steps they would implement to accomplish that goal.

Teacher Follow-Up Activities

The instructor will give the teacher a mini poster on the step-by-step process of goal setting to review with the students during the week.

Counselor reflection notes (completed after the lesson)

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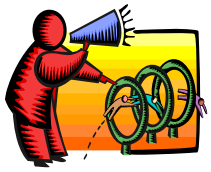
Steps for Setting a Goal

Student Activity Sheet



THE STEPS FOR SETTING A GOAL

Name _____ Date _____

STEPS:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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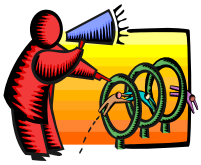
Steps for Setting a Goal

Teacher Mini Poster



THE STEPS FOR SETTING A GOAL

Steps:

1. **Set Goal**
   Think about a goal and set a personal or educational goal.

2. **Discuss**
   Discuss the goal with the instructor or a friend.

3. **Plan**
   Make a step-by-step plan to accomplish the goal.

4. **Set Timeline**
   Set a timeline for beginning and finishing each step toward the goal.

5. **Self – Assess (Rethink-Revise/Refine-Reflect)**
   How will I check (evaluate) the effectiveness of my actions at each step toward accomplishing my goal?

6. **Evaluate**
   How did I do at accomplishing my goal?

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Unit #1 Title: Targeting Careers

Lesson Title: My School Goal (Part 2) **Lesson:** 2 of 4

Grade Level: 3

Length of Lesson: 30 minutes sessions

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals

Grade Level Standard (GLSs):
CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.

American School Counselor Association (ASCA) National Standard:
Career Development:
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

My School Weekly Goal Sheet
My Goal Sheet Student Mini Goal Sheet
Board, flip chart, or other visual media
Pencil or chalk

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

X	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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting	X	Decision making

Lesson Measurable Learning Objectives:

The student will develop a plan for setting and achieving a short-term goal and monitoring his/her progress toward goals.

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 complete a written plan of a short-term educational goal.

Lesson Preparation

Essential Questions:
Why do some goals take a short time to complete, while others take a long time?
Why do people use short-term goals?
Why do people use long-term goals?

Engagement (Hook):
Put a trash can in the middle of the floor and wad up a piece of paper. Throw the paper toward the trash can and miss the can. The instructor asks students what s/he should do. Should I give up? The students will say no, try again. The instructor tries again, but misses. The instructor asks what s/he should do. The students will hopefully tell the instructor to make another plan and move to a new spot. The instructor shoots a third time and makes the goal. Is this a short or long term goal? (short-term goal)

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Procedures

Instructor Procedure/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor reviews the definitions of goal: short-term and long-term goals. **A goal** is something a person wants to accomplish or improve. **Short and long term goals:** a. A short-term goal is a goal that can be accomplished in a short period of time. b. A long-term goal is a goal that is worked on over an extended period of time.	1. Students share their ideas.
2. The instructor reviews the steps to setting a goal with the students. Refer to Activity Sheet "Steps for Setting Goals" in lesson 1.	2. Review the steps in setting goals. a. Goal - Choose goal b. Discuss - Discuss the goal with the teacher or friend, if necessary. c. Plan - The student makes a step-by-step plan and writes it down. 1) How do I start my goal? 2) What will help me complete it? 3) What actions will I take to reach my goal? d. Timeline - Set a timeline (beginning and ending date and time). e. Self-Assess – How will you check your goal. f. Evaluate- the students will evaluate their success at the end of the timeline.
3. The instructor assists each student in developing a <u>short-term</u> educational goal sheet to complete by the next class session. Use the Weekly Goal Sheet. Remind the students that an educational goal is related to school.	3. The students complete the goal sheet, and discuss their educational goal and plan with another student or the instructor.
4. Once the plans are complete the instructor asks a few of the students to review their goal and plan with the class.	4. Volunteer share short-term goals and plans.
5. The counselor gives each student a "Student Mini Goal Activity Sheet *My Goal Sheet*".	5. Students agree to work on accomplishing their goal over the next week. The

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Students are instructed to complete the top part of the mini goal sheet and tape it to his or her desk. This will help students keep track of their short-term goal success throughout the week. Students will work to accomplish their short-term Educational Goals by the next class session. They will evaluate their success at that time.	students will write their names, the date, and their short-term educational goals on their "Student Mini Goal Activity Sheet *My Goal Sheet*". The students will tape to the Activity Sheet to the top of their desk as a reminder of their goal and mark their progress daily.

Teacher Follow-Up Activities

The teacher will remind students' daily to review and work on accomplishing their short-term goal each day.

Counselor reflection notes (completed after the lesson)

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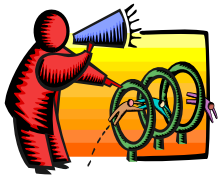
MY SCHOOL GOAL
Weekly Goal Sheet



Name _____ Date _____

1) My goal is _____

2) My plan is:
   a) _____
   b) _____
   c) _____
   d) _____

3) When will I start and finish my goal?
Start date _____ Finish/check date_____

4) How will I evaluate myself (check)?

_____
_____
_____
_____
_____

5) How did I do (evaluate)?

_____
_____
_____
_____
_____
_____

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Student Mini Goal Sheet

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:
Mark daily:
1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:
Mark daily:
1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:
Mark daily:
1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:
Mark daily:
1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

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Unit #1 Title: Targeting Careers

Lesson Title: My School Goal (Part 3) **Lesson:** 3 of 4

Grade Level: 3

Length of Lesson: 30 minutes sessions

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals

Grade Level Standard (GLSs):
CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.

American School Counselor Association (ASCA) National Standard:
Career Development:
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

My Goal Sheet Student Mini Goal Sheet
My School Goal Weekly Goal Sheet completed during lesson 2
Board, flip chart or other visual media
Pencil or chalk

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

X	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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

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	Respect	X	Goal Setting	X	Decision Making

Lesson Measurable Learning Objectives:

The student will evaluate progress toward a goal.

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 review his/her weekly goal sheet and evaluate the success of his/her actions toward accomplishment of his/her goal (self-assessment- Rethink-Revise/Refine-Reflect).

Lesson Preparation

Essential Questions:
Why to people review and reflect on their goals?

Engagement: Think about how your day has gone so far today. Students will raise their hands as the counselor shares the words underlined words below.
Feedback: Great…why? Okay…Why? Not good…Why? One or two students will explain why they rated their days as they did.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The instructor asks students to brainstorm in small groups of 4 or 5 and share their meaning of "evaluation." **Evaluation is like feedback…how did you do?**	1. Students brainstorm their ideas in small group and share their ideas with the larger group.
2. Students are given the weekly goal setting plan they completed during the last session to review and evaluate the success of their actions.	2. Students self assess how they did with accomplishing their short-term goal after reviewing their Student Mini Goal Sheet that is taped to their desk.
3. Students are asked to write their self-evaluation feedback on the plan they developed in lesson 2.	3. Students evaluate their success using the following scale: a. I completed my goal. b. I improved my goal. c. I am still working on my goal. d. I didn't do anything to accomplish my goal.
4. Instructor asks students to share their self-evaluation feedback in small groups and then asks a few students to share "learning" with the larger group.	4. Students share their self-evaluation feedback and/or a "Idea" they learned.

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5. At the end of class the instructor asks students to continue to set short term goals for their schoolwork.	5. Students take a supply of mini goal sheets to continue to use in their goal setting.

Teacher Follow-Up Activities

The instructor encourages the teacher to have students set weekly short-term goals using the mini goal sheet.

Counselor reflection notes (completed after the lesson)

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Student Mini Goal Sheet

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:

Mark daily:

1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:

Mark daily:

1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:

Mark daily:

1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

My Goal Sheet

Name _____

Date _____

Goal 1_____

_____

Feedback before next session:

Mark daily:

1. Did a good job **2.** OK **3.** Keep working

Mon.	Tues.	Wed.	Thurs.	Fri.

Comments:_____

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Unit #1 Title: Targeting Careers

Lesson Title: How Do They *DO* That? **Lesson:** 4 of 4

Grade Level: 3

Time Required: 30 minutes (may require 2 sessions to complete)

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLSs):
CD.7.B.03.a.i: Compare and contrast the academic skills required of workers in the six career paths.
CD.7.C.03.a.i: Recognize the contributions made by all workers to the school and community.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Job Picture Activity Sheet (cut up) **or** use Pictures of modern day local heroes and key figures in the school and community, representing all career paths (i.e. school principal, mayor, firefighter school nurse, etc.)
Activity Sheet – *The Career of a Community Hero*
Career Path Mini Poster (1)
Career Paths Posters (6)

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare and contrast the academic skills required of two workers on each of the 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 be able to identify, compare and contrast the academic skills that relate to different jobs/workers, and contributions of community/school workers as demonstrated by collaborative completion of: "The Career of A Community Hero."

Lesson Preparation

Essential Questions:
How is what you learn at school useful in a career?

Engagement (Hook):
Show a picture of a super hero. Why is this person a super hero in the cartoons? Today we are going to talk about heroes in our community, what makes each one great, and how they contribute to our school or community.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Showing the career path mini poster (1) the counselor asks the students if they remember the 6 Career Paths that were introduced last year. Students are paired up and asked to list the names of the six Career Paths and then to describe each Path using examples of job titles and/or the major function of each Path. The Career Path Posters (6) are introduced and posted on the wall at the front of the class (Health, Business, Helping, Nature, Fixing, Building and Technology and Creative).	1. Students work together to recall the names of the six career paths and their description. Partners share their ideas with the class.
2. Counselor asks the students: "What is a hero?" Counselor should emphasize that a	2. Students contribute names of jobs in our community that would be considered

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hero helps to make things better. Let's make a list of different types of community workers that would be considered heroes in our community. The counselor will write the list on the board.	local heroes (e.g. teachers, doctors, nurses, firefighters, police officers)
3. Group students in an even number of groups; and give each group 2 or 3 pictures from *the Job Picture Activity Sheet*. Three students in the group are selected to do the following group job: • Leader – This person guides the discussion. The Leader should be a strong leader and not bossy. • Recorder – This person takes notes for the group. The Recorder should be a good note taker to record the answers to the questions listed on *The Career of a Community Hero*. • Reporter – This person reports out information to the class. The Reporter should be good at sharing information with a large group. Group members will consider personal strengths of each group member to select roles. Encourage students to volunteer for roles…and to "try out" roles in which they are interested and have not yet developed the skill.	3. Groups assign the roles of group members.
4. When students are finished answering the questions on the activity sheet for each picture/job, each group Reporter will share the pictures of their heroes, and explain why she or he is a hero. What school subjects added to their greatness, and what's the person's contribution is to his/her school/community?	4. Students discuss the 4 questions for each of their heroes in the pictures, coming to consensus on responses. A spokesperson (Reporter) for each group will present the group's information to the rest of the class.
5. Each group will select one picture as the group's favorite hero. Groups are then paired to compare and contrast the academic skills used by their heroes.	5. Reporters take notes for each group's discussion.
6. The Leader for each group will explain the comparison exercise.	6. Class listens as the Leaders for each group presents their comparisons.

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7. In conclusion, ask each group to identify one important point they learned from this activity.	7. Previous Reporters for each group will share the group's new learning with the class.

Teacher Follow-Up Activities

As they teach different subjects, teachers could ask the students what types of careers would use this subject area.

Counselor reflection notes (completed after the lesson)

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The Career of a Community Hero

Name of Career_____

Answer the questions below about this job.

1. What makes this person a hero in our community?

_____

_____

2. What school subjects added to the hero's greatness?

_____

_____

3. What is this hero's contribution is to the school/community?

_____

_____

4. What Career Path does this job fit? _____
The Career Paths are:

Creative Path

Helping Path

Business Path

Fixing, Building and Technology Path

Health Path

Nature Path

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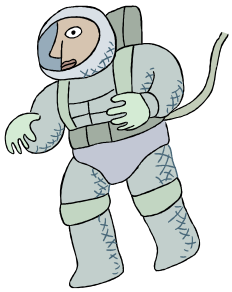
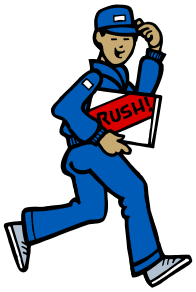
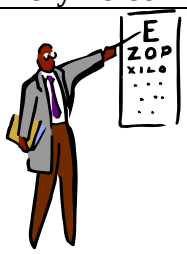
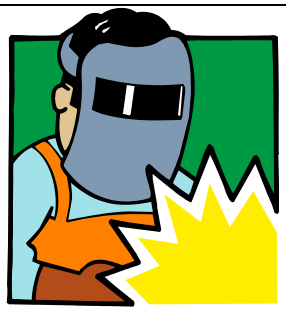
Job Picture Activity Sheet

Farmer	 **Astronaut**	 **Deliv ery Person**
Computer Programmer	**Bus Driver**	 **Optometrist**
Manicurist	**Photographer**	**Camera Person**
Teacher	**Sanitation Worker**	 **Welder**

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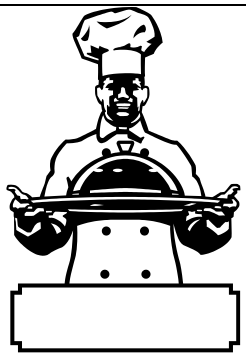
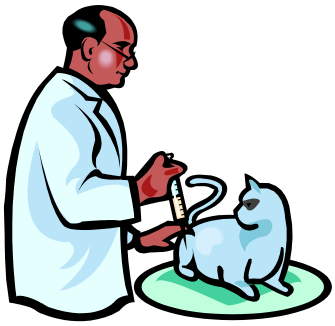
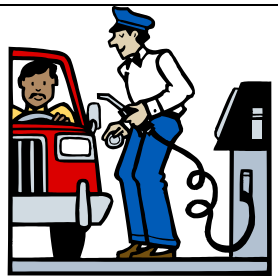
 **Chef**	 **House Keeper**	 **Lawn Care Person**
 Bricklayer	 **Receptionist**	 **Pediatrician**
 Physical Therapist	 **Pet Groomer**	 **Construction Worker**
 **Veterinarian**	 **Carpenter**	 **Gas Station Attendant**

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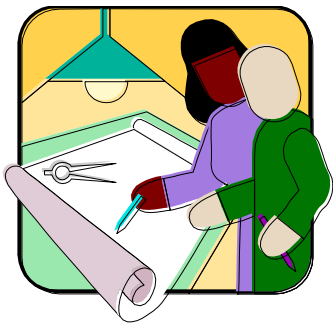
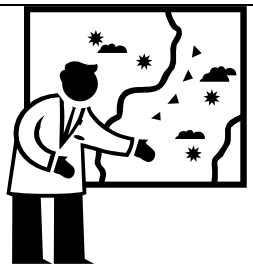
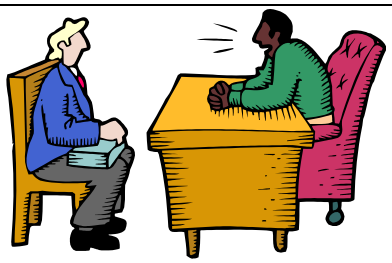
 **Architect**	 **Singer**	 **Police Officer**
 Banker	 **Artist**	 **Meteorologist**
 Clergy	 **Zoo Keeper**	 **Forest Ranger**
 Actor	 **Counselor**	 **Taxi Driver**

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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Helping Path

(Human Services)

People who like to work with people to help make things better for others.

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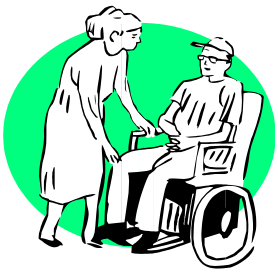
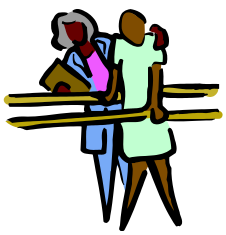
Health Path

(Health Services)

People who like to care for animals and people.





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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: Targeting Careers In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.	**SUGGESTED UNIT TIMELINE: 4** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What are goals?
2. Why do people set goals?
3. How is what you learn at school useful in a career?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will list the steps to setting short-term and long-term goals.		CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals. CD.7.B.03.a.i: Compare and contrast the academic skills required of workers in the six career paths. CD.7.C.03.a.i: Recognize the contributions made by all workers to the school and		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C. Students will understand the relationship between training and the world of work.	DOK Level - 3 DOK Level - 3 DOK Level - 2

		community.				
2. The student will apply the steps by writing and evaluating progress toward goals.		CD.7.A.03.a.i CD.7.B.03.a.i CD.7.C.03.a.i		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
3. The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.		CD.7.A.03.a.i CD.7.B.03.a.i CD.7.C.03.a.i		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
4. The student will list at least two contributions of specified workers to the school or community.		CD.7.A.03.a.i CD.7.B.03.a.i CD.7.C.03.a.i		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.

The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct

	__x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2 3 4	See: Lesson #1: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See: Lesson #1: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	___x__ Structured Overview (Ls. 3) _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x___Reflective Discussion (Ls. 4) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments (Ls. 1) _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___x__ Brainstorming (Ls. 1) _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 4) ___x__ Cooperative Learning (Ls.1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr3-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr3-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: Finding My Place In The Community **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: Where do I Fit?

Materials/Special Preparation Required:

*Where Do I Fit Activity Shee*t
Career Path Mini Poster
Job Picture Activity Sheet (Pictures of Community Workers)

Lesson #2: Information, Please!

Materials/Special Preparation Required:

For "hook": map, travel books, hotel guide, etc.
Career Path Mini Poster
Job Picture Activity Sheet
Job Research Activity Sheet (A Job I am Interested in Finding Out More About…)
Computer or computer lab
Career exploration software, such as *Paws In Jobland* (Bridges.com), *Coin Climb* (www.coin3.com) or Career exploration books, such as *Children's Dictionary of Occupations (Hopke and Parramore, Meridian Education Corporation),* **or** Local Speaker in the Community

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLSs):

CD.7.A.04.a.i: Compare interests and strengths with those of workers in the local community. (DOK Level - 3)
CD.7.B.04.a.i: Identify school and community resources available for exploration of the six career paths. (DOK Level - 1, 2)
CD.7.C.04.a.i: Recognize the contributions of all jobs to the community. (DOK Level - 2)

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 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

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X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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 does understanding one's interests and strengths relate to career exploration?
Why is researching a career important in the career decision-making process?

Unit Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
The student will identify and "sample" two school and community resources that are available for exploration of the six career paths.
The student will identify two contributions of five jobs in the community.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Demonstration, Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_X___ Experiential (Field Observation)
___Independent Study
_X___ Interactive Instruction (Panels, 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 complete the Activity Sheet "Where Do I Fit?" Inventory. Individual results will be used to compare personal preferences to the six career paths and match preferences to possible careers.
Students will use career software and other career exploration resources to discover opportunities in a variety of occupations.

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Brief Summary of Unit:
This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work.
Students will complete a checklist that identifies their preferences for working conditions. This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.

Unit Goals:
CD.7.A.04.a.i: Compare personal and educational interests and strengths with those of workers in the local community.
CD.7.B.04.a.i: Identify and "sample" school and community resources that are available for exploration of the six career paths.
CD.7.C.04.a.i: Recognize the contributions of all jobs to the community.

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

Students require some knowledge of their individual career interests.
Age appropriate computer literacy
Vocabulary: career paths, preferences

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Unit #1 Title: Finding My Place In The Community

Lesson Title: Where Do I Fit? **Lesson:**1 of 2

Grade Level: 4

Length of Lesson: 30 minutes each

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLSs):
CD.7.A.04.a.i: Compare interests and strengths with those of workers in the local community.
CD.7.C.04.a.i: Recognize the contributions of all jobs to the community.

American School Counselor Association (ASCA) National Standard:
Career Development:
C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Where Do I Fit? Activity Sheet
Career Path Mini Poster
Job Picture Activity Sheet (pictures of community workers)

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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

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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
The student will identify two contributions of five jobs in the community.

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.
Work Sample: The student will complete an inventory indicating individual work preferences. Complete an inventory indicating individual work preferences to the work requirements and environments of workers in each of the six career paths. The student will identify at least five occupations that match their preferences AND two occupations that appear to not match their preferences. The students will conduct an exploration of one occupation that matches their work preferences and one occupation that does not.

Lesson Preparation

Essential Questions:
How does knowing oneself better prepare a person for choosing rewarding career? How are people who have the jobs with the same job title, similar and different?

Engagement (Hook):
Counselor asks: "Who thinks that they know themselves very well?" Students will raise their hands if they agree. Counselor explains that students will be doing a self-assessment, an exercise that will help them discover more information about themselves and their own strengths and interests. "On this exercise, there are no wrong answers…only right ones because they are personal to you."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will explain that it is important to know your strengths and interests lie because this knowledge helps each person make informed decisions for his/her own future.	1. Students listen.
2. Counselor will distribute the *Where Do I Fit?* Activity Sheet. Provide time for students to read through the inventory and to ask questions. Students will be instructed to mark those items that most reflect what they like and can do well and their work preferences.	2. Students will complete the Activity Sheet and total their yes/no/maybe responses in each area.

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3. When students are finished, the counselor will ask the students to look at the *Job Activity Picture Sheet* of community workers. Students will review at their chosen attributes, and will compare them to the attributes that they think specific community workers might use in the jobs pictured.	3. Students will compare their responses on the sheet to the attributes of local workers. They may use the Career Paths Mini Poster for assistance.
4. The counselor will review the Career Path Mini Poster with the students. The students will use their knowledge of the career paths as a reference in identifying attributes.	4. Students will review the Career Path Mini Poster and use it as a reference when comparing attributes.
5. Counselor will guide students in developing a list of jobs that match students' preferences.	5. Students will create a list: • This job appears to match me. • This job does not appear to match me.
6. The counselor will instruct the students to choose five community workers from the *Job Activity Picture Sheet* with whom they identify AND two occupations that do not match their preferences. The counselor will ask each student to briefly describe the contributions to the community of one worker whose work matches the student's preferences and one worker whose preferences are very different from the student. (The counselor may choose to do this activity with individual students or in small groups.)	6. Students will choose five community workers from the *Job Activity Picture Sheet* with whom they identify AND two occupations that do not match their preferences. They will describe contributions to the community of one worker who "matches" and one who does not.
7. The counselor will ask each student to tell one new thing that they learned about him or herself during the lesson.	7. Students will reflect and give their answers. Respond to: I learned _____ about myself.
8. Counselor will determine best method for retaining students' completed "Where Do I Fit" Activity Sheets. They will be in references in subsequent lessons and will provide a means of comparing "today' preferences with "tomorrow's" (in this case tomorrow means next year).	8. Students will turn in Activity Sheets.

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Teacher Follow-Up Activities

Teachers may decide to dialogue with the students about their personal strengths and interests, relating them to academic strengths.

Counselor reflection notes (completed after the lesson)

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NAME_____ GRADE_____

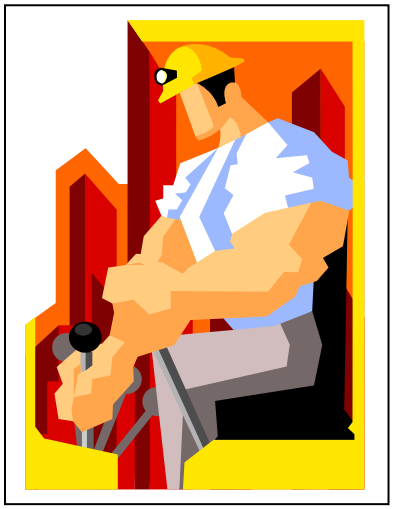
WHERE DO I FIT?

Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are honest and meaningful.

1. Do you like to work with:
   a. _____tools
   b. _____animals
   c. _____science
   d. _____people
   e. _____numbers
   f. _____words
   g. _____machines
   h. _____musical instruments
   i. _____computers
   j. _____plants

2. Do you like to:
   a. _____be outdoors
   b. _____be inside
   c. _____move around a lot
   d. _____stay in one place
   e. _____be with other people
   f. _____spend time alone
   g. _____make/fix things
   h. _____talk to people



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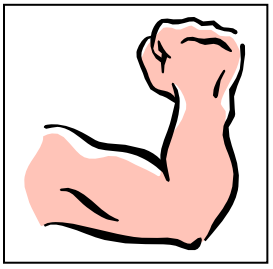
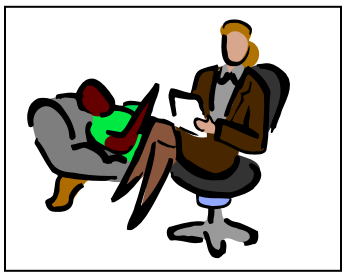
3. Do you think you would be willing to:
   a. _____work 10 to 12 hours each day
   b. _____work very early in the morning
   c. _____work in the evening or during the night
   d. _____work on weekends, if necessary
   e. _____travel and be away from home a lot
   f. _____get a college education or more career training
   g. _____continue to learn new things throughout your career

4. Are you physically able to:
   a. _____climb a ladder
   b. _____stand on your feet for hours at a time
   c. _____walk a lot
   d. _____hear what others are saying
   e. _____see clearly
   f. _____use your eyes for close work for hours at a time



5. Could you:
   a. _____sit in one place for hours at a time
   b. _____work alone if you had to
   c. _____work with other people
   d. _____speak pleasantly regardless of how you feel
   e. _____be pleasant to someone who is not pleasant to you
   f. _____do the same thing repeatedly and still be accurate and quick
   g. _____do many different things in the same day
   h. _____tell other people what to do and be responsible for making sure that they do it

6. Are you able to:
   a. _____persuade other people to do what you want them to do
   b. _____keep accurate records
   c. _____follow written directions
   d. _____follow oral directions
   e. _____do a job as instructed
   f. _____get your work done even if the boss is away
   g. _____leave your personal problems at home



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7. Are you willing to:
    a. _____be neat, clean, and dressed nicely while you are working
    b. _____be on time for work and have regular attendance on the job
    c. _____get your hands and clothing dirty
    d. _____wear a uniform
    e. _____work without pay while you are learning how to do your job
    f. _____work at a job that might be dangerous

8. Are you the kind of person who could:
    a. _____keep doing the same tasks over and over, and still do them well
    b. _____work with people who are in trouble and need your help
    c. _____work with people who are sick or injured
    d. _____make decisions and accept blame if they are wrong decisions
    e. _____give orders in such a way that others will follow them
    f. _____think up ideas and new ways of doing things
    g. _____remain calm in an emergency
    h. _____meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:
    a. _____you were in an open place high above the ground
    b. _____you were in a small closed-in space
    c. _____there was a lot of noise around you
    d. _____you were in a place that was smelly
    e. _____it was very hot
    f. _____it was very cold
    g. _____you had to work outside in the rain and snow
    h. _____you had to work under pressure

Number of "yes" answers:_____
Number of "no" answers:_____
Number of "maybe" answers:_____

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the Career Path Mini Poster and figure out careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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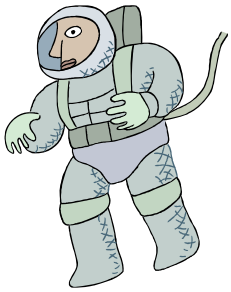
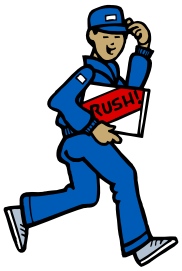
Job Picture Activity Sheet

Farmer	 **Astronaut**	 **Delivery Person**
Computer Programmer	**Bus Driver**	**Optometrist**
Manicurist	**Photographer**	**Camera Person**
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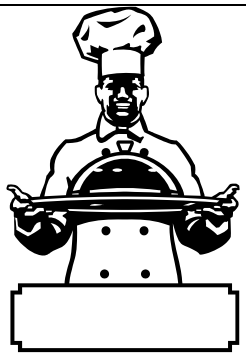 **Chef**	**House Keeper**	**Lawn Care Person**
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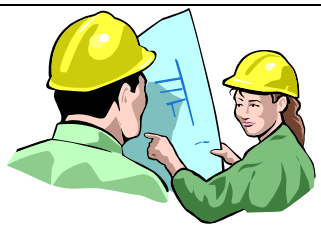
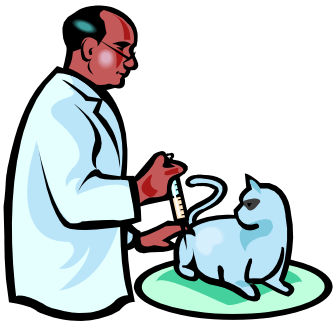
Physical Therapist	**Pet Groomer**	 **Construction Worker**
 **Veterinarian**	**Carpenter**	**Auto Mechanic**

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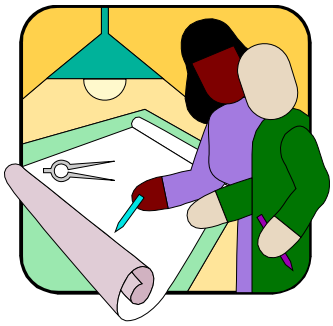
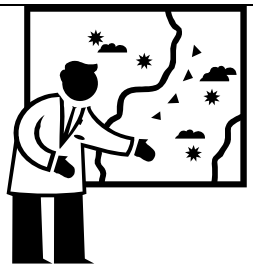
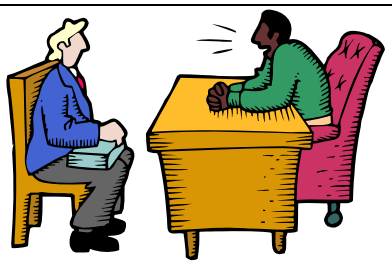
 **Architect**	**Singer**	**Police Officer**
Banker	**Artist**	 **Meteorologist**
Clergy	**Animal Care Taker**	**Forest Ranger**
Actor	 **Counselor**	**Taxi Driver**

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Unit #1 Title: Finding My Place In The Community

Lesson Title: Information, Please! **Lesson:** 2 of 2

Grade Level: 4

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

Grade Level Standard (GLSs):
CD.7.B.04.a.i: Identify school and community resources available for exploration of the six career paths.

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.

Materials (include activity sheets and/ or supporting resources)

For "hook": map, travel books, hotel guide
Career Path Mini Poster
Job Picture Activity Sheet
Job Research Activity Sheet (A Job I am Interested in Finding Out More About…)
Computer or computer lab
Career exploration software, such as *Missouri Connections Junior Version (www.missouriconnections.org), Paws In Jobland* (Bridges.com), *Coin Climb* (www.coin 3.com)
or Career exploration books, such as *Children's Dictionary of Occupations (Hopke and Parramore, Meridian Education Corporation)*
or Local Speaker in the Community e.g. banker, human resource person, city sanitary worker

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

X	Goal 1: gather, analyze and apply information and ideas
X	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

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	

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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		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measureable Learning Objectives:

The student will identify and "sample" two school and community resources that are available for exploration of the 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.
Teacher Observation: The counselor will evaluate students on their use of the software and/or career resources. Their usage will demonstrate: ability to access software programs, access online age-appropriate resources, find and use print resources.

Lesson Preparation

Essential Questions:
Why is it important to research careers? When will you know that you have enough information to make a decision about your career?
Engagement (Hook): Counselor stands in front of class holding a map or a travel guide. Counselor says: "If I were going to take a trip, what kinds of things would I need to get from here to there?" Counselor says: "A career path is a journey, as well. It leads us from here to there, in terms of a future career. Along our career journey, we will need lots of information to help us make the best decision for ourselves. Today, we are going to talk about some of the ways/places we can uncover career information."

Procedures

Instructors Procedures/Instructional Strategies:	**Students Involvement/Instructional Activities:**
1. After the hook is shared and essential questions are asked, the counselor shares with students that there are many different resources to use for career exploration. ***Note:*** *This lesson plan is formatted using three difference options for accessing career resources.* *a. The first option is using computer software (Example: Missouri Connection Junior Version*	1. Students listen to the examples of different resources and share ideas about resources during essential questions.

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(www.missouriconnections.org) , Career exploration software, such as Paws In Jobland (www.Bridges.com), Coin Climb (www.coin3.com). *b. The second option is using a resource book for career exploration (Example: Children's Dictionary of Occupational Titles).* *c. The third option is using guest speakers (community workers) as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.).*	
2. **Option 1:** The counselor opens the *Jobland* Program. The counselor familiarizes the class with the icons used in the *Jobland* program. NOTE: Counselor will strive to have computers available for each student. Counselor will determine best way to ensure greatest hands on experience.	2. The students observe the method of booting up a computer.
3. The counselor selects a student to assist with the demonstration, clicking on the icon to begin the program. NOTE: This is an opportunity for those who may not have access to computers at home to gain experience.	3. Students listen to the opening statements from Paws.
4. The counselor instructs the student to click on Jobland. Counselor tells students some general information about Jobland.	4. Students watch the software and listens to the explanation of *Jobland.*
5. The counselor selects another student to click on one of the buildings in Jobland (this can be counselor choice or student choice).	5. Students watch the demonstration. Students may encourage buildings to choose.
6. From the pop up menu for that building, the student or counselor will read aloud the list of options. One option is selected.	6. Students watch and listen to the description of the selected career.
7. Steps 5 and 6 are repeated, as time allows.	7. Additional students will be chosen to assist the exploration.
8. Counselor tells the class that there are 100	8. Students listen to the explanation and

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careers in the *Jobland* program, showing them the alphabetical list.	name jobs they hope are on the list.
9. Counselor leads class in the *Jobland* Job Finder assessment. When the Job Finder is complete, it indicates which area of *Jobland* might be of most interest, based on the students' responses.	9. Students help complete the assessment by responding to the questions. Students continue to share responses.
10. Counselor reminds class that they may use this software on their classroom computer or in the library. Counselor also presents the other career exploration resources brought to the class, encouraging students to explore on their own (e.g. books, videos, C.D.'s, DVD's)	10. Students review where computers are located.
11. **Option 2**: Counselor divides students into groups of 3-4 students. A career resource book (Example Resource: *Children's Dictionary of Occupations*) is given to share in each group. Each student will also be given a job picture from the *Job Activity Picture Sheet* or select career to research based on what they discovered about themselves when they completed *"Where Do I Fit"* (Lesson 1). The students are also given a job research sheet *"A Job I'm Interested in Finding Out More About…"* to use with the resource book to research about a certain job.	11. Students divide into groups. Each student selects a job picture or selects a job to research. Each student completes a job Research Sheet.
12. The counselor asks the students to use career information resources to complete the Activity Sheets and share their work.	12. Students share their research with the class.
13. **Option 3:** This option uses community workers as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.). The following format would be used: • Introduction of Self • Job Title • Description of Job	13. Students will listen to the classroom speaker(s) and ask appropriate questions.

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• Job Training Needed • School Skills They Use on the Job (i.e. math, science, reading, writing) • Demonstration of Equipment (if needed)	
14. The students are given a Job Research Activity Sheet *"A Job I'm Interested in Finding Out More About…"* to complete while listening to the speaker.	14. Students will complete worksheet.
15. After using one of the above resources in the classroom the counselor will review the other resources available for future career exploration. Students will be encouraged to use the Job Research Activity Sheet to interview workers outside the class.	15. Students will participate in the review of resources and what they have learned.

Teacher Follow-Up Activities

Teacher may take the students to the library to use the career exploration resources located there. The librarian may make a presentation to the students about the available resources.

Counselor reflection notes (completed after the lesson)

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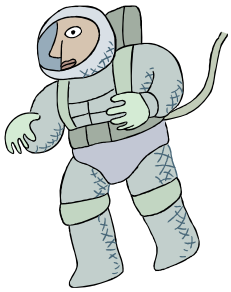
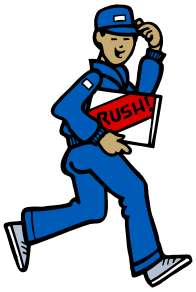
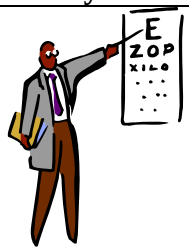
Job Picture Activity Sheet

Farmer	 **Astronaut**	 **Delivery Person**
Computer Programmer	**Bus Driver**	 **Optometrist**
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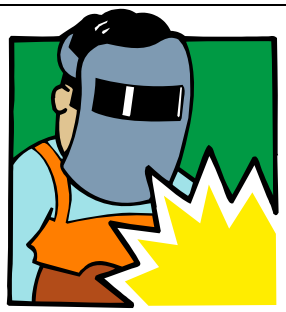
Teacher	**Sanitation Worker**	 **Welder**

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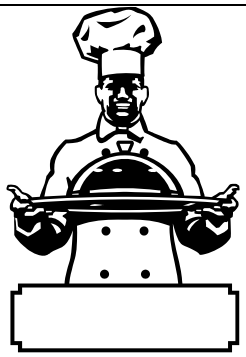 **Chef**	**House Keeper**	**Lawn Care Person**
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Physical Therapist	**Pet Groomer**	**Construction Worker**
Veterinarian	**Carpenter**	**Gas Station Attendant**

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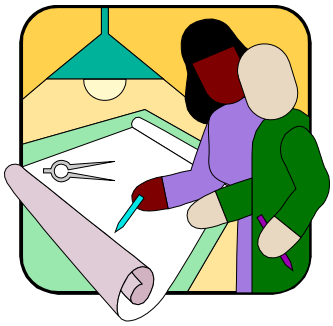
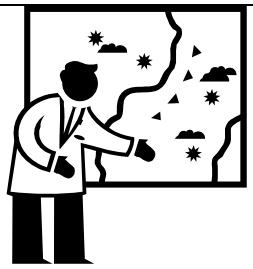
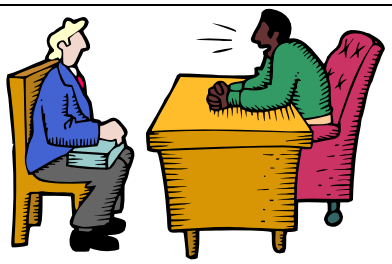
 **Architect**	 **Singer**	 **Police Officer**
 Banker	 **Artist**	 **Meteorologist**
 Clergy	 **Zoo Keeper**	 **Forest Ranger**
 Actor	 **Counselor**	 **Taxi Driver**

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Job Research Activity Sheet

A Job I am Interested in Finding Out More About…

Name of Job: _____

Job Description: _____

_____

_____

_____

Personal Skills needed: _____

_____

School Skills needed: _____

_____

Education needed: _____

_____

Job Outlook/Estimated Salary: _____

_____

Career Path this job fits best: _____

(Circle) This job matches/does not match my personal preferences.

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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: Finding My Place In The Community This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work. Students will complete a checklist that identifies their preferences for working conditions. This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. How does understanding one's interests and strengths relate to career exploration?

2. Why is researching a career important in the career decision-making process?

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 three personal and educational interests and strengths in common with those of a worker in the local community.		CD.7.A.04.a.i: Compare interests and strengths with those of workers in the local community. CD.7.B.04.a.i: Identify school and community resources available for exploration of		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	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. CD C. Students will understand the relationship between training and the	DOK – Level 3 DOK – Level 1,2

		the six career paths. CD.7.C.04.a.i Recognize the contributions of all jobs to the community.			world of work.	DOK – Level 2
2. The student will identify and "sample" two school and community resources that are available for exploration of the six career paths.		CD.7.A.04.a.i CD.7.B.04.a.i CD.7.C.04.a.i		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2
3. The student will identify two contributions of five jobs in the community.		CD.7.A.04.a.i CD.7.B.04.a.i CD.7.C.04.a.i		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2

ASSESSMENT DESCRIPTIONS*:

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See: Lesson #1: Where do I Fit? Lesson #2: Information, Please!

3	
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See: Lesson #1: Where do I Fit? Lesson #2: Information, Please!

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___x__ Demonstrations (Ls. 1,2) ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging ___x__ Field Observations (Ls.2) _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing ___x__ Panels (Ls. 2) _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ 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/CD7-Gr4-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr4-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: Finding My Place In The World **Grade Level:** 5

Number of Lessons in Unit: 3

Time Required: 30-40 minutes/each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Where do I fit now? Have I changed?

Materials/Special Preparation Required:

Where Do I Fit? Activity Sheet each student completed in grade 4; plus a new copy for grade 5 (if not used in 4th gr. adapt lesson to meet your needs)

Career Paths Mini Poster

Mini Poster *Jobs in the World of Work*

Lesson #2: Back in the "Old Days"

Materials/Special Preparation Required:

Picture of a family sedan from 10 years ago, picture of a current "hot" car

Activity Sheet *How Times Change*

Mini Poster *Job Changes in the World of Work (one for each small group)*

Lesson #3: How Times Have Changed

Materials/Special Preparation Required:

Activity Sheet *How Times Change (completed)*

Flip chart/chalkboard

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLSs):

CD.7.A.05.a.i: Compare interests and strengths with those of workers in the global community. (DOK Level – 3)

CD.7.B.05.a.i: Describe occupational changes that have occurred over time within the six career paths. (DOK Level - 3)

CD.7.C.05.a.i: Describe the contributions of a variety of jobs in the community. (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 training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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:

In what ways have jobs changed over the years?
How people's interests change as they get older?

Unit Measurable Learning Objectives:

The student will identify at least one career that matches his/her interests.
The student will interview one worker, share this interview with others, and write a paragraph reporting the findings.
The student, as a member of a group, will identify five jobs that have changed over the last ten years.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare & Contrast)
_X_ Indirect (Problem Solving, Writing to Inform)
_____ Experiential
_____ Independent study
_X_ Interactive Instruction (Discussion, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc.
The student will compare/contrast "*Where Do I Fit*" *Activity Shee*t of working conditions completed in grade 4 with grade 5 "Where Do I Fit" *Activity Sheet*. The student will interview

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a worker and complete "*How Times Have Changed" Activity Sheet* regarding how the worker's job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the worker's future.

Brief Summary of Unit:
Students will complete a second "*Where Do I Fit" Activity Shee*t and compare the 5th grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices.

Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.

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 have knowledge of their own personal and educational interests and strengths.
Students will have knowledge of the six career paths.
Students will have basic knowledge of various jobs.
Students will know how to conduct an information-gathering interview and record responses in writing.
Vocabulary: Preference, Self-Assessment/Evaluation, Attributes

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Unit #1 Title: Finding My Place In The World

Lesson Title: Where Do I Fit Now? Have I Changed? **Lesson:** 1 of 3

Grade Level: 5

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLSs):
CD.7.A.05.a.i: Compare interests and strengths with those of workers in the global community.
CD.7.C.05.a.i: Describe the contributions of a variety of jobs in the community.

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.

Materials (include activity sheets and/ or supporting resources)

Where Do I Fit? Activity Sheet each student completed in grade 4, plus a new copy for grade 5 (if not used in 4th grade adapt lesson to meet your needs)
Career Paths Mini Poster
Mini Poster *Jobs in 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
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least one career that matches his/her interests.
The student will identify five workers who match his/her preferences. From the list of five, the student will choose one worker and will identify this worker's contributions to society through his/her work.

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 complete a new activity sheet indicating individual preferences. He/she will compare these preferences with those discovered in grade 4, comparing and contrasting the two sets of responses. Using the Career Paths Mini Poster, the student will select a career that matches his/her preferences.

Lesson Preparation

Essential Questions:

Why is it important for things to change in the world?
How have you changed over the years? How were those changes important to you?
What are your personal and educational interests and strengths now?

Engagement (Hook):

Counselor asks: "Have you changed your interests since you were in Kindergarten? How have they changed?" Students will give their ideas of how they have changed. "Thumbs up if you have changed since last year?" Students will give thumbs up if they agree. Counselor explains that students will be doing a self-assessment (*Where Do I Fit*) that they may have done last year which help students discover more information about their own strengths and interests. Students will be able to compare last year's responses with this year's responses, and decide areas in which they have changed. "Remember: there are no wrong answers…only right ones because they are personal to you."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will use responses in the "Hook" to transition into decision-making and self-knowledge. Explain that it is important to know that as we grow, our interests and strengths may change. Having this knowledge helps each person make better	1. Students listen and contribute personal change.

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decisions for his/her own life and/or work satisfaction. Ask 3 or 4 students to explain one change in their interests since Kindergarten.	
2. Counselor will distribute the new copy of the *Where Do I Fit?* Activity Sheet. Students will be given time to "read-through" the Activity Sheet and to ask questions. They will be instructed to follow the directions by using "Y" "N" "M" to rate each preference when finished. They will be instructed to mark those items that most reflect what they like and can do well with an asterisk (*).	2. Students will complete the worksheet.
3. When finished, students will be given their Activity Sheets from grade 4. They will be instructed to compare the two sets of answers and to highlight changes on the 5th grade version. If a student did not complete the "Where Do I Fit" last year, have them contribute from their memory of last year's preferences.	3. Students will compare their answers on the worksheet to the 4th grade results.
4. When students are finished, counselor will then ask the students to look at the list of workers on the Mini Poster – *Jobs in the World of Work*, which has a list of workers. Students will review attributes they marked on the "Where Do I Fit?" Activity Sheets and will compare them to the attributes that they think specific workers might have, using their knowledge of the career paths as a reference. The Career Path Mini Poster will be reviewed with the students.	4. Students will compare their 5th grade responses to the preferences of workers in the Career Paths.
5. Each student will choose a minimum of 5 workers from the list that they identify with most. From the list of 5 they will pick one worker and will briefly discuss this worker's contributions to society through his or her work. Students may do this individually or in small groups (Example: Law Enforcement Officer– keep people safe, save lives, help people follow the laws, rescue people.).	5. Students will identify 5 workers who match their preferences and from the list of 5 choose one worker, and will identify this worker's contributions to society through his or her work.

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6. Ask students to tell one new "thing" learned about him or her and at least one new career that may match their personal attributes and preferences.	6. Students will reflect and give their responses.

Teacher Follow-Up Activities

Teachers may decide to dialogue with the students about their personal strengths and interests, relating them to academic strengths.

Counselor reflection notes (completed after the lesson)

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NAME: _____

WHERE DO I FIT?

(Fifth Grade Self Assessment)

Do you ever wonder what you'll do best when you grow up? Do you think about your skills and talents, and wonder which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future.

On this activity sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are meaningful for you. In all honesty, you should have a mixture of answers. Your answers should not be all yes, or all no.

1. Do you like to work with:
   a. _____ tools
   b. _____ animals
   c. _____ science
   d. _____ people
   e. _____ numbers
   f. _____ words
   g. _____ machines
   h. _____ musical instruments
   i. _____ computers
   j. _____ plants

2. Do you like to:
   a. _____ be outdoors
   b. _____ be inside
   c. _____ move around a lot
   d. _____ stay in one place
   e. _____ be with other people
   f. _____ spend time alone
   g. _____ make things/fix things
   h. _____ talk to people

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3. Do you think you would be willing to:
   a. _____ work 10 to 12 hours each day
   b. _____ work very early in the morning
   c. _____ work in the evening or during the night
   d. _____ work on weekends, if necessary
   e. _____ travel and be away from home a lot
   f. _____ get a college education or more career training
   g. _____ continue to learn new things throughout your career

4. Are you physically able to:
   a. _____ climb a ladder
   b. _____ stand on your feet for hours at a time
   c. _____ walk a lot
   d. _____ hear what others are saying
   e. _____ see clearly
   f. _____ use your eyes for close work for hours at a time

5. Could you:
   a. _____ sit in one place for hours at a time
   b. _____ work alone if you had to
   c. _____ work with other people
   d. _____ speak pleasantly regardless of how you feel
   e. _____ be pleasant to someone who is not pleasant to you
   f. _____ do the same thing repeatedly and still be accurate and quick
   g. _____ do many different things in the same day
   h. _____ tell other people what to do and be responsible for making sure that they do it

6. Are you able to:
   a. _____ persuade other people to do what you want them to do
   b. _____ keep accurate records
   c. _____ follow written directions
   d. _____ follow oral directions
   e. _____ do a job as instructed
   f. _____ get your work done even if the boss is away
   g. _____ leave your personal problems at home

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7. Are you willing to:
    a. _____ be neat, clean, and dressed nicely while you are working
    b. _____ be on time for work and regular in your attendance on the job
    c. _____ get your hands and clothing dirty
    d. _____ wear a uniform
    e. _____ work without pay while you are learning how to do your job
    f. _____ work at a job that might be dangerous

8. Are you the kind of person who could:
    a. _____ keep doing the same tasks over and over, and still do them well
    b. _____ work with people who are in trouble and need your help
    c. _____ work with people who are sick or injured
    d. _____ make decisions and accept blame if they are wrong decisions
    e. _____ give orders in such a way that others will follow them
    f. _____ think up ideas and new ways of doing things
    g. _____ remain calm in an emergency
    h. _____ meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:
    a. _____ you were in an open place high above the ground
    b. _____ you were in a small closed-in space
    c. _____ there was a lot of noise around you
    d. _____ you were in a place that was smelly
    e. _____ it was very hot
    f. _____ it was very cold
    g. _____ you had to work outside in the rain and snow
    h. _____ you had to work under pressure

Number of "yes" answers: _____
Number of "no" answers: _____
Number of "maybe" answers: _____

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the Career Path poster and figure out some careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

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Career Path Mini Poster

Working Together in Our Community

Business Path
(Business, Management, & Technology)
People who like to work with numbers and be organized.

Creative Path
(Arts & Communications)
People who like to draw, write, or perform.

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals.

Fixing & Building and Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things.

Helping Path
(Human Services)
People who like to work with people to help make things better for others.

Health Path
(Health Services)
People who like to care for animals and people.

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Job List Mini Poster

JOBS IN THE WORLD OF WORK

Review the list of jobs below, and select at least 5 that match your preferences.

Teacher	Psychologist
Nurse	Nursing Home Worker
Custodian	Banker
Server	Farmer
Attorney	Firefighter
Construction Worker	Chef
Doctor	Meteorologist
Singer	Dancer
Secretary	Carpenter
Computer Programmer	Hairstylist
Veterinarian	Television Announcer
Physical Therapist	Artist
Mechanic	Biologist
Gas Station Attendant	Astronaut

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Unit #1 Title: Finding My Place In The World

Lesson Title: Back In The "Old Days" **Lesson:** 2 of 3

Grade Level: 5

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLSs):
CD.7.B.05.a.i: Describe occupational changes that have occurred over time within the six career paths.
CD.7.C.05.a.i: Describe the contributions of a variety of jobs in the community. (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.

Materials (include activity sheets and/ or supporting resources)

Picture of a family sedan from 10 years ago
Picture of a current "hot" car
Activity Sheet *How Times Change*
Activity Sheet *Job Changes in the World of Work* (one for each group)

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

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	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

As a member of a group, the student will identify one job and the changes~~,~~ which have occurred in that job over the last ten years.

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 report to the group using information from the "*How Times Change Worksheet*" gathered during the interview with a worker.

Lesson Preparation

Essential Questions:

Why do jobs change?

Engagement (Hook):

Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. "Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?" Counselor then shows the picture of the new hot car, and repeats the process.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the hook, explain that in the course of their lifetimes, many things have changed…cars, clothes, computers, music… even jobs. Explain that change can be very beneficial, but we have to be open to change in order to appreciate the good that those changes can bring.	1. Students listen and offer suggestions of things that have seen change.
2. The class is divided into small groups of three or four students. Each group is given a *Job Changes in the World of Work* Activity Sheet. Each group is assigned four or five jobs on the list. Someone in the group will be designated as a *Recorder* to write changes group members think have taken place over the past 10 years or more in each job.	2. Students will divide into small groups, assign group roles (Leaders, Recorder, Reporter) and work together on the activity sheet. The Recorder will write the suggested job changes on the Activity Sheet.
3. When the activity sheet has been completed the counselor asks each group *Reporter* to report group's thoughts about changes that have taken place in the world of work.	3. *Reporters will* share the changes they think have taken place in the world of work.
4. ***Assignment for next class session…*** Each student will be given an interview Activity Sheet *How Times Change.* The counselor will review the worksheet step-by-step, allowing time for questions.	4. Students will ask clarifying questions.
5. Each student uses the form as a guide for interviewing a parent, adult friend or a school staff member. The information (data) gathered during the interview and brings the completed Activity Sheet back to school. If a student is not able to interview a parent or adult friend, the student will ask a school staff member for an interview.	5. The students will take the "How Times Change" sheet and interview an adult before the next class period. They will bring the completed Activity Sheet back to class the next session.
Follow-Up Session (Lesson 3):	
6. During the follow-up lesson, the counselor will ask the students to share the information gathered during their interviews.	6. Students will offer information that they gathered in their interviews.
7. In groups, students will develop a graph	7. Students will be encouraged to comment

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representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard. 8. Counselor relates that in their futures jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.	on those changes and their impact on the jobs. Students will organize and analyze data. 8. Students will write a paragraph relating future changes to their own future.

Teacher Follow-Up Activities

Teacher might discuss the many changes in teaching in recent years.

Counselor reflection notes (completed after the lesson)

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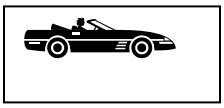
Name _____

How times change!



Name of person interviewed: _____

Place of employment/job: _____

1. **How has your job changed over the past 10 years? How has technology changed your job?**

_____

_____

_____

2. **How have these changes influenced/improved your job?**

_____

_____

_____

3. **How have these changes affected you? Did you need more training? What else happened?**

_____

_____

4. **How do you know when you have done your job well? How does it feel?**

_____

_____

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Job List Change Activity Sheet

JOB CHANGES IN THE WORLD OF WORK

Write a change that has taken place in each job over the past 10 years or more.

Job Name	**Change**	**Job Name**	**Change**
Teacher	_____	Psychologist	_____
Nurse	_____	Nursing Home Worker	_____
Custodian	_____	Banker	_____
Server	_____	Farmer	_____
Attorney	_____	Firefighter	_____
Construction Worker	_____	Chef	_____
Doctor	_____	Meteorologist	_____
Singer	_____	Dancer	_____
Secretary	_____	Carpenter	_____
Computer Programmer	_____	Hairstylist	_____
Veterinarian	_____	Television Announcer	_____
Physical Therapist	_____	Artist	_____
Mechanic	_____	Biologist	_____
		Astronaut	_____

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Unit #1 Title: Finding My Place In The World

Lesson Title: How Times Have Changed **Lesson:** 3 of 3

Grade Level: 5

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Standard (GLSs):
CD.7.B.05.a.i: Describe occupational changes that have occurred over time within the six career paths.

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.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet *How Times Change (completed in Lesson 2)*
Board, flip chart or other visual media

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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		Problem Solving

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	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will interview one worker, compare the information with others' interviews, and write a paragraph describing his/her findings.

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.
Using the data collected during their worker interviews, the student will work with a group to compile job changes. At conclusion of all group presentations, the student will write a paragraph interpreting their findings in relation to their future.

Lesson Preparation

Essential Questions:
How is change part of life?
Why do you think jobs change?

Engagement (Hook): Remind students of the hook from last session and the job changes list.
This was what was said last session…
Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. "Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?" Counselor then shows the picture of the new hot car, and repeats the process.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Remind students of the assignment from the last class session… "Each student was given an interview Activity Sheet "*How Times Change.*" Each student interviewed a parent, adult friend or a school staff member. Get out your completed interview Activity Sheet from our last lesson." Students who do not have a completed Activity Sheet, will be asked to work with someone who has the completed Activity Sheet.	1. Pair students who returned the completed Activity Sheet with those who do not have a completed Activity Sheet.
2. During this lesson, the counselor will ask	2. Students will offer information that they

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the students to share the information gathered during their interviews.	gathered in their interviews.
3. In groups, students will develop a graph representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard.	3. Students will be encouraged to comment on those changes and their impact on the jobs. Students will organize and analyze data.
4. Counselor relates that in their futures jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.	4. Students will write a paragraph relating future changes to their own future.

Teacher Follow-Up Activities

Teacher might remind the students of their discussion after the last guidance lesson when he or she shared the many changes in teaching in recent years. The students who didn't have an opportunity to complete the "How Times Change" sheet will be given one to take home and complete with an adult family member or friend. The student will have the opportunity to share the results with the teacher/counselor when they return the Activity Sheet is returned.

Counselor reflection notes (completed after the lesson)

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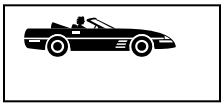
Name _____

How times change!



Name of person interviewed: _____

Place of employment/job: _____

1. **How has your job changed over the past 10 years? How has technology changed in your job?**

_____

_____

_____

2. **How have these changes influenced/improved your job?**

_____

_____

_____

3. **How have these changes affected you? Did you need more training? What else happened?**

_____

_____

4. **How do you know when you have done your job well? How does it feel?**

_____

_____

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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. (CD 7)

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. (CD 8)

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. (CD9)

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: Finding My Place in the World Students will complete a second "Where Do I Fit" Activity Sheet and compare the 5th grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices. Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.	**SUGGESTED UNIT TIMELINE: 3 Lessons** **CLASS PERIOD (min.): 30-40 minutes each**

ESSENTIAL QUESTIONS:

1. In what ways have jobs changed over the years?
2. How people's interests change as they get older?
3. How do you feel when someone trusts you to do an important job and you have done it well?

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 at least one career that matches his/her interests.		CD.7.A.05.a.i: Compare interests and strengths with those of workers in the global community. CD.7.B.05.a.i: Describe occupational changes that have occurred over time within the six career paths. CD.7.C.05.a.i: Describe the contributions of a variety of jobs in the community.		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A: Students will 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 DOK Level - 3 DOK Level - 4

2. The student will interview one worker, share this interview with others, and write a paragraph reporting the findings.		CD.7.A.05.a.i CD.7.B.05.a.i CD.7.C.05.a.i		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD C	DOK Level – 3 DOK Level - 3 DOK Level - 4
3. The student, as a member of a group, will identify five jobs with a least one change over the last ten years.		CD.7.A.05.a.i CD.7.B.05.a.i CD.7.C.05.a.i		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD C	DOK Level – 3 DOK Level - 3 DOK Level – 4

ASSESSMENT DESCRIPTIONS*:

The student will compare/contrast *Where Do I Fit Activity Sheet* of working conditions completed in grade 4 with grade 5 *Where Do I Fit Activity Sheet*. The student will interview a worker and complete *How Times Have Changed Activity Sheet* regarding how the worker's job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the worker's future.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect _____ Experiential

	_____ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Where do I fit now? Have I changed? Lesson 2: Back in the "Old Days" Lesson 3: How Times Have Changed
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Where do I fit now? Have I changed? Lesson 2: Back in the "Old Days" Lesson 3: How Times Have Changed

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr5-Unit1-Lesson1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr5-Unit1-Lesson1.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: What Do Adults Do When They Go to Work? **Grade Level:** K

Number of lessons in the Unit: 3

Time Required: 90 minutes total (30 minutes for each lesson)

Lesson Titles:

Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1)
- Materials/Special Preparations Required:
  - Counselor Materials
    - Oversized magnifying glass (paper or real)
    - *Tool Box: A Collection of Tools that Workers Use*

Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2)
- Materials/Special Preparations Required:
  - Student Materials
    - *Parent Letter/Family Member Job Role and Responsibilities Activity Sheet*
    - *Magnifying Glass Activity Sheet,* classroom quantities
    - Markers/crayons
  - Counselor Materials
    - Oversized magnifying glass (paper or real)
    - *Tool Box: A Collection of Tools that Workers Use*

Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)
- Materials/Special Preparations Required:
  - Completed parent interview and *Magnifying Glass Activity Sheets*
    - (These were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the activity sheets will be sent home at least a week prior to this lesson to give time for completion of interviews and return of the activity sheets)
  - Oversized magnifying glass (paper or real)

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLSs):

CD.8.A.0K.a.i: Identify roles and responsibilities of family members in the world of work. (DOK Level - 2)

CD.8.B.0K.a.i: Identify the skills family members use in their work. (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.

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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 Essential Questions

What is work?

Unit Measurable Learning Objectives

The student will identify three roles and responsibilities of a family member's job.
The student will identify three skills a family member uses in his/her job.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
____ Indirect
____ Experiential
____ Independent Study
_X_ Interactive Instruction (Discussion, 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.
The student will draw pictures of family members or other adults at work. The student will complete an Activity Sheet with parents listing the skills family members use for their jobs.

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Brief Summary of Unit:
An important feature of this unit is the investigation of the world of work. Students will explore the work done by family members or other adults. Students will learn about roles, responsibilities, and skills during the lessons for the unit.

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 have some knowledge of what family members or other adults do at work.
Vocabulary:
Work, Workers

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Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 1) **Lesson #** 1 of 3

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World of Work and Post-Secondary Training/Education

Grade Level Standard (GLS):
CD.8.A.0K.a.i: Identify role and responsibilities of family members in the world of work.

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)

Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three roles and responsibilities of a family member's job.

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 demonstrate knowledge of specific roles and responsibilities for various jobs. Assessment will be through the activities that accompany the "Tool Box" discussion.

Lesson Preparation

Essential Questions: (addressed during lesson)
What is work?
What is a role?
What is a responsibility?

Engagement (Hook): Have or make an oversized magnifying glass. Tell the students that you are investigating the work people do. Ask the students to help you in the investigation.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Walk around classroom using oversized magnifying glass to get a closer look at various people and things in the room – act like a detective … without talking directly to students – Make comments like "hmm," "This is interesting," "I can use this as evidence." As you're walking around, gather "evidence" of a teacher's work role and responsibilities.	1. Students will demonstrate their engagement by following with their eyes.
2. Explain to students that they will help you investigate what people do while they are working. Ask 3-4 students to tell the class their definition of "investigate," "work" and "workers."	2. Students will contribute to the discussion by \volunteering definitions of "investigate" and "work" and workers.
3. Reveal the tool box. Pull out one or two tools; ask individual students to help you by holding the tools. As you take the tools out of the box, continue your investigator role	3. Students volunteer to hold tools and will respond with the name of the job or worker.

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with comments such as "Hmm…I wonder who would use this tool at work?" or "Who will demonstrate how a worker uses this tool? What skills does someone need to use this tool at work? Does anyone have a family member who uses this tool at work?" Follow the same procedure with 3 or 4 more tools (depending upon students' attention span).	
4. As you close the lesson for this day, ask students to tell one thing they have discovered about workers. Ask students to help you learn more about what people do at work by observing workers wherever they go. "During our next lesson together, we will talk about your observations and you will get to see more of the tools in the tool box	4. Students will volunteer to respond.

Teacher Follow-Up Activities

Encourage teachers to use vocabulary of work and roles and responsibility throughout the day and in other lessons.

Counselor reflection notes (completed after the lesson)

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Counselor Resource
Tool Box: A Collection of Tools Workers Use
Examples of Tools to Include in Tool Box

Please note that this list is not all-inclusive and one tool may work with a variety of jobs. Use toy tools and/or pictures as well as real tools in order to get broad representation of workers.

A reminder: The terms "tool" "job title" "role" "responsibility" may be unfamiliar to kindergarten students, e.g., their prior knowledge may associate the word "role" with something they eat (roll) or do (roll around on the floor); they may not have prior experience with the word "role" in relationship to what adults do on their job.

Tool	**Job Title**	**Role**	**Responsibility**
Hammer	Carpenter	Builds/Repair Houses	Follow plans/directions from homeowner.
Wrench	Mechanic	Repair Vehicles	Repair what the owner asks.
Paintbrush	Painter (or Artist)	Paint Rooms/Houses	Change color to satisfy the owner.
Pencil	Writer	Write Books	Meet deadlines
Hair Dryer	Beautician	Fix People's Hair	Talk with people about what they want done with their hair.
Bowl and Spoon	Chef	Cook Meals	Follow recipe
Stethoscope	Doctor	Help people who are sick	Listen to patient.
Ruler	Architect	Design buildings	Make sure the building is safe.
Books	Librarian	Provide information and resources.	Help people find books.
Telephone	Receptionist	Answer questions	Provide accurate information.
Calculator	Banker/Teller	Manage accounts	Accurately count money
Needle and Thread	Seamstress	Construct/Repair garments	Create or repair clothing to meet the interests of people.
Tractor	Farmer	Plant/Grow Crops	Take care of the crops/soil.

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Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 2) **Lesson** 2 of 3

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World of Work and Post-Secondary Training/Education

Grade Level Standard (GLSs):
CD.8.A.0K.a.i: Identify roles and responsibilities of family members in the world of work.

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)

Student Materials: *Parent Letter/Family Member Job Role and Responsibilities Activity Sheet; Magnifying Glass Activity Sheet*, classroom quantities; markers/crayons
Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three roles and responsibilities of a family member's job.

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's understanding of roles and responsibilities of the various jobs will be assessed through completion of a drawing of a parent or other adult at work

Lesson Preparation

Essential Questions: (addressed during lesson)
What is work?
What is a role?
What is a responsibility?
Engagement (Hook): Come to class with the oversized magnifying glass, pretending to look at things and people through the glass.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
See Counselor Resource, *Tool Box: A Collection of Tools that Workers Use*.	
1. Say: "The last time I was here, we talked about why I have this big magnifying glass. Who's willing to remind everyone about why I need your help? What help do I need?"	1. Students will volunteer to answer questions.
2. Continue with – "A responsibility I gave you was to observe workers everywhere you went. What workers did you observe?"	2. Students will contribute to the discussion by naming workers they saw.
3. Re-introduce the tool box by asking students to remember one tool that was in the tool box.	3. Students tell the class one tool they remember.
4. Hold up a tool (e.g. a hammer) and ask students to name the tool. Continue by asking individuals which type of worker	4. Students will contribute to the discussion by naming the tool and a worker who would use the tool.

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uses the tool. Example: "Who uses a hammer as a tool at work?"	
5. Ask: What jobs do you do to help at home?" "The ways you help at home are your work and the jobs you do are your responsibilities. All workers have roles and responsibilities."	5. Students will contribute to the discussion by identifying responsibilities they have at home
6. "Can someone tell me what an interview is? An interviewer is someone who asks questions and records the responses. An investigator uses the skill of interviewing. Before our next guidance lesson, you will have a chance to be an investigator and interview a parent or another adult. You will be asking adult questions about his or her work." Provide opportunity for students to practice interviewing with a partner. Give each student a copy of the *Parent Letter* and the *Magnifying Glass Activity Sheet*. Tell students that the letter is for their parents and the magnifying glass will be used to "record" their investigation.	6. Students will contribute to the discussion by telling what they know about interviewers and interviewing. They will participate in the practice interview.
7. Explain to students that, after their interview with an adult, they will use the *Magnifying Glass Activity Sheet* to record (draw) one adult doing his or her job. (The activity aheet will be completed at home and returned to classroom teacher or counselor for use in the next guidance lesson).	7. Students will ask clarifying questions and will summarize what they are to do at home.
8. End session by commenting on investigator characteristics and commend the class on being good investigators of people at work.	8. Students take home the *Parent Letter* and *Magnifying Glass Activity Sheets*.

Teacher Follow-Up Activities

Classroom teachers will be encouraged to follow through on lesson by using the vocabulary words: role, responsibility, skills, tools, investigate, work, workers as a part of other class activities. Encourage students to ask workers about their work.

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Counselor reflection notes (completed after the lesson)

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PARENT /FAMILY MEMBER JOB ROLE AND RESPONSIBILITIES:
Cover Letter

Dear Parent/Guardian of a Kindergarten Student:

Today we began discussion of the roles and responsibilities of various jobs. During our next session, students will begin the creation of a classroom book to illustrate the jobs that family members have and the roles and responsibilities of those jobs. In order for your child to complete his/her page in the classroom book, please complete the following information and return to the school by _____.

Thank you in advance for your help in this project.

My _____ (insert family member: mother, father, grandparent, brother, sister, etc.) has a job as a _____(insert job name). At this job, he/she

_____

_____

_____

(Insert brief description of role and responsibility family member has in his or her job).

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Magnifying Glass Activity Sheet

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Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 3) **Lesson:** 3 of 3

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Standard (GLSs):
CD.8.B.0K.a.i: Identify the skills family members use in their work.

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)

Completed parent interview and *Magnifying Glass Activity Sheets*
(These were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the activity sheets will be sent home at least a week prior to this lesson to give time for completion of interviews and return of the activity sheets)
Oversized magnifying glass (paper or real)

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

X	Goal 1: gather, analyze and apply information and ideas
X	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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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

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		visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three skills a family member uses in his/her job.

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 describe the skills his/her family members or other adults use on the job, using the activity sheets completed with their parents or other adults as a guide.

Lesson Preparation

Essential Questions: (Review from lessons 1 & 2)
What is work?
What is a role?
What is a responsibility?
What is a skill?

Engagement (Hook):
Once again, bring in the oversized magnifying glass. This time, look through it at each child.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. "Boys and girls, I am back to continue in our investigation of what people do at work. Let's look at your activity sheets to find out what adults do when they go to work." Ask students to show their drawings to a partner and explain what they learned about the adult's job.	1. Students will tell a partner about two things they included in their magnifying glass illustrations.
2. Each student will have the opportunity to speak about what his or her family member does at work, and what skills are needed to be able to do the work.	2. Students respond by reporting what is written on their activity sheets.
3. After the students finish, ask them to name the kinds of skills they need in order to do their work at school and at home.	3. Students will offer their ideas.
4. End by telling the students that they have been great investigators of the world of work. Have them give a high five.	4. Students give a high five.

Teacher Follow-Up Activities

Teachers may display the students' work as a booklet as delineated in the letter and may discuss how the skills students use in school can be used in many jobs.

Counselor reflection notes (completed after the lesson)

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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: What Do the Adults In Your Family Do When They Go to Work? An important feature of this unit is the "investigation" of the world of work. Students will explore the work done by family members. Students will learn about roles, responsibilities, and skills during the lessons for the unit.	**SUGGESTED UNIT TIMELINE: 3 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What is 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 identify three roles and responsibilities of a family member's job.		CD.8.A.0K.a.i: Identify roles and responsibilities of family members in the world of work. CD.8.B.0K.a.i: Identify the skills family members use in their work		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 2
2. The student will identify three skills a family member uses in his/her job.		CD.8.A.0K.a.i CD.8.B.0K.a.i		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6RF.K.2 RF.K.3 W.K.8	CD C	DOK Level - 2

				SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6		

ASSESSMENT DESCRIPTIONS*:

The student will draw pictures of family members at work. The student will complete an Activity Sheet with parents listing the skills family members use for their jobs.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1) Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2) Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)** See Lessons: Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1) Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2) Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)
1 2	See Lessons: Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1) Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2)

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD8-GrK-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD8-GrK-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: What Work Do Adults Do At Your School? **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required: 60 minutes (2-30 minute sessions)

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Workers Who Help Us At School (Part 1)

Materials and Preparation Requirements:

- Magnifying glass
- Poster board or Chart Paper
- Markers
- Writing paper for # 8

Lesson #2: Workers Who Help Us At School (Part 2)

Materials and Preparation Requirements:

- Magnifying glass
- Poster board or Chart Paper from previous lesson
- Markers
- Writing paper for # 8

Missouri Comprehensive Guidance and Counseling Domain:

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Standards (GLSs):

CD.8.A.01.a.i: Identify and compare roles and responsibilities of workers within the school. (DOK Level - 2)

CD.8.B.01.a.i: Identify the skills needed by the workers in the 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
X	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

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 and informally

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	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 Essential Questions:

What happens when a worker does not fulfill his/her responsibility?
What happens when a worker does not have the skills to do a job?

Unit Measurable Learning Objectives:

The student will identify roles of five school workers.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Structured Overview, Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_X___ Experiential (Role-Playing)
_X___ Independent study (Learning Logs)
_X___ Interactive Instruction (Role-Playing, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc.
The student will work with another student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one of school worker (e.g. cooks, secretary; principal, delivery person) and will be responsible for contributing a page about the worker to a classroom book *The Work Adults Do At School*.

Brief Summary of Unit:
This unit continues the investigation of what adults do when they go to work. The focus in first grade is on gathering information about school workers. Students will be investigating to discover information about the world of work and workers within the school.

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 have some knowledge of what the adults in their school do when they go to work.
Vocabulary:
Work, Workers, Investigate

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Unit #1 Title: What Work Do Adults Do At Your School?

Lesson Title: Workers Who Help Us At School (Part 1) **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where and How To Obtain Information About the World of Work and Post-Secondary Training/Education

Grade Level Standard (GLSs):
CD.8.A.01.a.i: Identify and compare roles and responsibilities of workers within the school.
CD.8.B.01.a.i: Identify the skills needed by workers in the 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)

Magnifying glass
Poster board or Chart Paper
Markers
Writing paper for # 8

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	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	4. Writing formally and informally
	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

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Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
The student will identify a contribution of five jobs in the community.

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.
Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify implications of what would happen in the school community if we did not have a school worker to complete that role.

Lesson Preparation

Essential Questions:

What is a job? (Something that a person does. Examples: the custodian keeps the school clean; the teacher helps students learn; the cook prepares the food.)

What is a responsibility? (Things that are expected of the person in a work role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attend meetings, helps children manage their own behavior.)

Review the above concepts at the beginning of the lesson and the following concept after the activities relating to roles and responsibilities of workers.

Why are school and learning important to workers? (Summarize by telling students that they are describing the skills people need to be able to do their work.)

Engagement (Hook):

Arrive in classroom with magnifying glass; search classroom as if looking for clues.

On poster board or chart paper (use a media that you will be able to keep and bring back for additional lessons) have students brainstorm all of the people that work in the school setting. Examples may include: Principal, Counselor, Teacher, Librarian, Custodian, Cooks, Secretary, Bus Driver, School Nurse (add other roles as applicable to your school setting).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**

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1. Re-introduce yourself. If you remember what we investigated in Kindergarten, hold up your hand. (Review Kindergarten lessons during which students interviewed parents and/or other adults about what they do in the world of work). I'm going to need your help again this year – You'll learn more about that in our next lessons together.	1. Students will demonstrate engagement by holding up their hands and contributing their ideas.
2. Post a piece of poster board or chart paper with a circle or outline of a school building on it. Ask students to brainstorm jobs of the people who work within the school. As students brainstorm the possible jobs, counselor records the suggestions (be sure to leave plenty of space between each of the jobs so you will be able to write more about each job later in the lesson).	2. Students will verbally brainstorm a list of jobs within the school building.
3. After students brainstorm the list of school workers, select one of the workers and ask students to identify what that worker does and the responsibilities of the person who does that job. For example, you might say, "Let's begin with the cooks. What is the role of the people who cook breakfast and lunch in our school?" Record responses under the job title "cook."	3. Students respond that the role of the cook is to prepare breakfast (if applicable) and lunch for others in the school.
4. As the students brainstorm, explain that they are describing the role of the cook and the counselor will record the role of the cook onto the poster.	4. Students come to a consensus on the role of the cook.
5. Ask the students to brainstorm the responsibilities of the school cooks. Say something like: "Now, let's make a list of all of the responsibilities that our school cooks have." As students brainstorm the responsibilities, counselor again records the responses.	5. Students brainstorm the responsibilities of the school cooks. Possible responses include: order food, cook food, serve food, get tables ready for students to eat on, wash trays and utensils, put away leftover food.
6. Follow the same procedure with the remaining school jobs listed in # 2.	6. Students respond as in the previous example.

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7. Ask students "How can we be sure that these lists are correct?" Guide students to include observation as a way to verify the accuracy of the lists.	7. Students offer suggestions, including observation. Counselor tells them that they are good investigators, and asks them to continue investigating until the next lesson by observing people doing their work.
8. In closing, ask students to draw a picture of one school worker job they would like to know more about (provide paper). Ask for 4 volunteers to tell the rest of the class the worker's job he or she drew. Collect the papers to help you identify the jobs that stood out for class members.	8. Students will draw a picture of one worker and volunteer to tell everyone the job they would like to know more about; turn in paper with the pictures of workers.

Teacher Follow-Up Activities

Ask teachers to help students observe the responsibilities of school workers throughout the day.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: What Work Do Adults Do At Your School?

Lesson Title: Workers Who Help Us At School (Part 2) **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where and How To Obtain Information About the World of Work and Post-Secondary Training/Education

Grade Level Standard (GLS):
CD.8.A.01.a.i: Identify and compare roles and responsibilities of workers within the school.
CD.8.B.01.a.i: Identify the skills needed by workers in the 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)

Magnifying glass
Poster of job roles, responsibilities and skills generated by students in previous lesson
Lists of jobs students identified in #8 of Lesson 1
Markers

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	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	4. Writing formally and informally
	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	X	Compassion	X	Tolerance

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X	Respect		Goal Setting		

Lesson Measurable Objectives (acceptable evidence):

The student will identify two roles and responsibilities of school workers.

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.
Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify the skills that school workers need to complete their jobs.

Lesson Preparation

Essential Questions:
What is a role? (Something that a person does. Examples: the custodian keeps the school clean, the teacher helps students learn, the cook prepares the food.)

What is a responsibility? Why is it important for workers to have responsibilities? (Things that are expected of the person in that role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attends meetings, etc.)

What is a skill? Why is it important for people to have different skills? (Skills are specific abilities a person possesses. Skills help the person fulfill his or her responsibilities.) Example: A cook must use math skills to calculate the amounts of ingredients needed for specific recipes, reading skills to read recipes, listening skills to understand the likes and dislikes of the people for whom you are cooking. A custodian must use reading skills to read order forms, math skills to calculate how many supplies to order.)

Engagement (Hook):
Arrive in classroom with magnifying glass; search classroom as if looking for clues.
Display the poster of student identified jobs from Lesson 1.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask student what they noticed in their investigation about the workers in the school … did they observe the worker(s) doing what they brainstormed during the last session?	1. Student will compare the previously brainstormed lists of school worker roles and responsibilities with their observations of school workers.
2. Begin a discussion with the students about the kinds of things the people in the different jobs need to know in order to do their jobs? (e.g. cafeteria worker would need to know how to cook, bake, serve; secretary would need to know how to type, be organized, etc.)	2. Students will contribute to discussion by naming thing~~s~~ workers need to know.
3. Explain that we call these skills. What skills do students have?	3. Students will give responses that indicate awareness of the skills they use in school.
4. At the end of the Lesson 1, students identified a job they would be interested in learning more about and drew a picture of it. Pair students who selected the same worker/job; tell students to discuss the skills they think the worker might need to be able to do his/her job.	4. Students discuss worker and skills with partners.
5. After three minutes, ask the pairs to name two skills that the workers in their pictures would need.	5. One person from each pair will report two skills identified.
6. End by telling students that they have shown investigating skills that will help them continue learning about the work and workers. Encourage students to keep working on the skills they need in **their** work as successful students.	6. Students give each other a high five.

Teacher Follow-Up Activities

Encourage teacher to follow-up by reminding students of the skills they are working on to become good students. Students may also draw pictures or write notes to the various workers in the school.

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Counselor reflection notes (completed after the lesson)

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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 & 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: What Work Do Adults Do At Your School? This unit continues the investigation of what adults do when they go to work. The focus in first grade is on gathering information about school workers. Students will be investigating to discover information about the world of work and workers within the school.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. What happens when a worker does not fulfill his/her responsibility?
2. What happens when a worker does not have the skills to do a job?

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 roles of five school workers.		CD.8.A.01.a.i: Identify and compare roles and responsibilities of workers within the school. CD.8.B.01.a.i: Identify the skills needed by the workers in the school		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.4 L.1.5 L.1.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 2 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The student will work with another student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one school worker (e.g. cooks, secretary; principal, delivery person) and will be responsible for contributing a page about the worker to a classroom book “The Work Adults Do At School”.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct _____ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson #1: Workers Who Help Us At School (Part 1) Lesson #2: Workers Who Help Us At School (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson #1: Workers Who Help Us At School (Part 1) Lesson #2: Workers Who Help Us At School (Part 2)

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr1-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr1-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: What Work Do Adults Do In Our Community? **Grade Level:** 2

Number of Lessons in Unit: 3

Time Required: 30 minute Lessons

Lesson Titles:

Lesson #1: All Around the Neighborhood – Part 1

Materials and Preparation Requirements:

Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce.)

Activity Sheet: *What Adults Do at Work: Information Gathering Notebook* copies for each student – they will make a booklet for taking notes.

Lesson #2: All Around the Neighborhood – Part 2

Materials and Preparation Requirements:

Activity Sheet: *Worker Silhouette* (for each student).

Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in #3 of this lesson.

Lesson #3: All Around the Neighborhood – Part 3

Materials and Preparation Requirements:

Completed Activity Sheet: *Worker Silhouettes* Each student completed as a part of Lesson 2.

Writing paper for narrative description of workers

Map completed in Lesson 1

Missouri Comprehensive Guidance and Counseling Domain:

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Standard (GLSs):

CD.8.ADO.02.a.i: Identify and compare roles and responsibilities of workers within the community. (DOK Level – 2)

CD.8.B.02.a.i: Identify the skills needed by the workers in the community. (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
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems

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X	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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and culture 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 Essential Questions:

Why are roles, responsibilities, and skills important in the world of work?

Unit Measurable Learning Objectives:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

Unit Instructional Strategies/Instructional Activities:

_X_Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_____Experiential
_X_Independent study (Learning Logs)
_X_Interactive Instruction (Brainstorming, 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 illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.

Brief Summary of Unit: Brief Summary of Unit:
The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.

Process: Students will gather information through classroom activities and observing and talking with community workers. The three lessons focus on gathering information about the roles, responsibilities, and skills of community workers. The importance of all workers and their responsibilities continues to be an emphasis.

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will

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observe workers and participate in discussions. One lesson includes a discussion of the consequences of the school worker not doing the job correctly or at all, thus, introducing the concept of the value of all work while focusing on the roles, responsibilities and skills of workers.

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Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 1 **Lesson:** 1 of 3

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Standard (GLSs):
CD.8.A.02.a.i: Identify and compare roles and responsibilities of workers within the community.
CD.8.B.02.a.i: Identify the skills needed by workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Student will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce or downloaded from the internet.)
Activity Sheet: *"What Adults Do at Work: Information Gathering Notebook"* copies for each student – they will make booklet.

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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 and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

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 illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.

Lesson Preparation

Essential Questions:
How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
Show the map of the businesses in the local community.

Note: The definition of community will depend upon your local area and the mobility of families, e.g., rural community may require families to travel to businesses and shopping areas in different parts of the county while families in a suburban area may be able to do business and shop in their town and urban families may rely on public transportation for mobility.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Post the map where all students can see it. Tell the students that they will be investigating what the people do when they go to work in the community. "Today, we are going to start by thinking of all the workers we can in our local community." As the students brainstorm the list of possible workers, record them on the map.	1. Students verbally brainstorm the businesses in the local community. Some possible answers include: grocery store clerk, gas station attendant, chef, food server, police officer, fire fighter, hair stylist, physician, nurse, postal worker.
2. Guide the students to think about the roles of community workers. "Let's choose one of these people to talk about for a little bit.	2. Students respond that the role of the police officer is to keep people safe and to maintain order in the community.

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What is the role of the police officer?"	
3. Guide students to think about the responsibilities of community workers. "Let's continue to talk about the police officer. What are the responsibilities of a police officer?"	3. Students respond with the police officer's responsibilities.
4. The counselor then says, "Let's think about what would happen if we did not have police officers working in the community. Would we be able to get along without someone doing the work?" Relate to the importance of all workers doing their jobs and doing them well. *Note: Two important concepts are emerging as a part of students' enduring understanding: 1--The importance of all work and 2--The importance of all workers doing their jobs responsibly.*	4. Students respond with their ideas.
5. Hand out Activity Sheet: *What Adults Do At Work: Information Gathering Notebook* Demonstrate for students how to put notebook together (see activity sheet).	5. Students will construct their information gathering notebooks.
6. Close lesson by asking students to investigate the work people do in the community. Introduce the idea of taking notes by asking them to write words in their information gathering notebooks about the workers they see. Tell students that you will be anxious to learn from their investigations and information gathering and will be eager to see their notes during the next lesson. Ask several to tell you what they will be doing between now and their next guidance lesson.	6. Students will volunteer and identify at least one community worker about whom they will make notes to remember important ideas.

Teacher Follow-Up Activities

Ask classroom teacher to follow-through by reminding students to write information they have gathered in their *Information Gathering Notebooks* and to have the notebooks for use during the next classroom guidance lesson.

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Counselor reflection notes (completed after the lesson)

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Back cover

What Adults Do at Work: Information Gathering Notebook

This notebook belongs to:

_____

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Cut on dotted lines; fold on solid lines

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Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 2 **Lesson:** 2 of 3

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Standard (GLSs):
CD.8.A.02.a.i: Identify and compare roles and responsibilities of workers within the community.
CD.8.B.01.a.i: Identify the skills needed by workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Student will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: "*Worker Silhouette*" for each student. Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in # 3 of this lesson.

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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 and informally
	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		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

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 illustrate the roles, responsibilities, and skills of community members on a silhouette of a worker and write a paragraph that summarizes the importance of those roles, responsibilities, and skills. The completed silhouettes and paragraphs will be bound in a classroom book.

Lesson Preparation

Essential Questions:
How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
Arrive in classroom with magnifying glass; search classroom as if looking for clues. Make comments that suggest you are looking for information about Community Workers. Fumble around a bit and ask students if they can help –guiding them to share the notes they have taken about the world of community workers.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Motivate students' memories by asking what they remember from the last session you had together. Guide them to remember talking about workers in the community. Continue by saying: "Let's review what we talked about regarding the police officer. What is the **role** of the police officer? What is the **responsibility** of the police officer? What would happen if the police officer was not there to do law enforcement work in our community?"	1. All students will respond in some way – either by sharing with a partner or by volunteering in the large group.
2. Guide the students to begin thinking of the skills of the community workers. (Review with the students what a skill is – see above in the essential questions.) "Let's continue to talk about the police officer. What are the skills that a police officer needs to do the job?"	2. Students respond with skills relevant to police officer's skills.

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3. Begin the activity with the students. Say something like: "Each of you will be given a blank silhouette; that silhouette will represent one of our community workers. (Options: 1. let students choose the workers they want to represent, 2. have students use one of the workers they included in the information gathering notebooks, or 3. assign the worker so that a broad range of workers is represented.) Continue by saying "Each of you will be illustrating this worker with the appropriate clothing or uniforms. You will include the roles, responsibilities, and skills that this worker possesses on or around the silhouette. You may use pictures and/or words to represent the roles, responsibilities, and skills of your worker." *Note: You may want to have a sample silhouette completed so students will have a visual representation of what they are to do.*	3. Students will identify "their" community workers and complete the silhouettes.
4. Continue by saying "Once again you have done a great job of investigating people and their work. The next time I come back, we will write a description of your worker." Collect the silhouettes for use during the next session.	4. Students return completed silhouettes to the counselor.

Teacher Follow-Up Activities

Ask teachers to continue to encourage students to gather information and take notes in their *Information Gathering Notebooks*. The teacher may wish to hang the silhouettes up in the classroom.

Counselor reflection notes (completed after the lesson)

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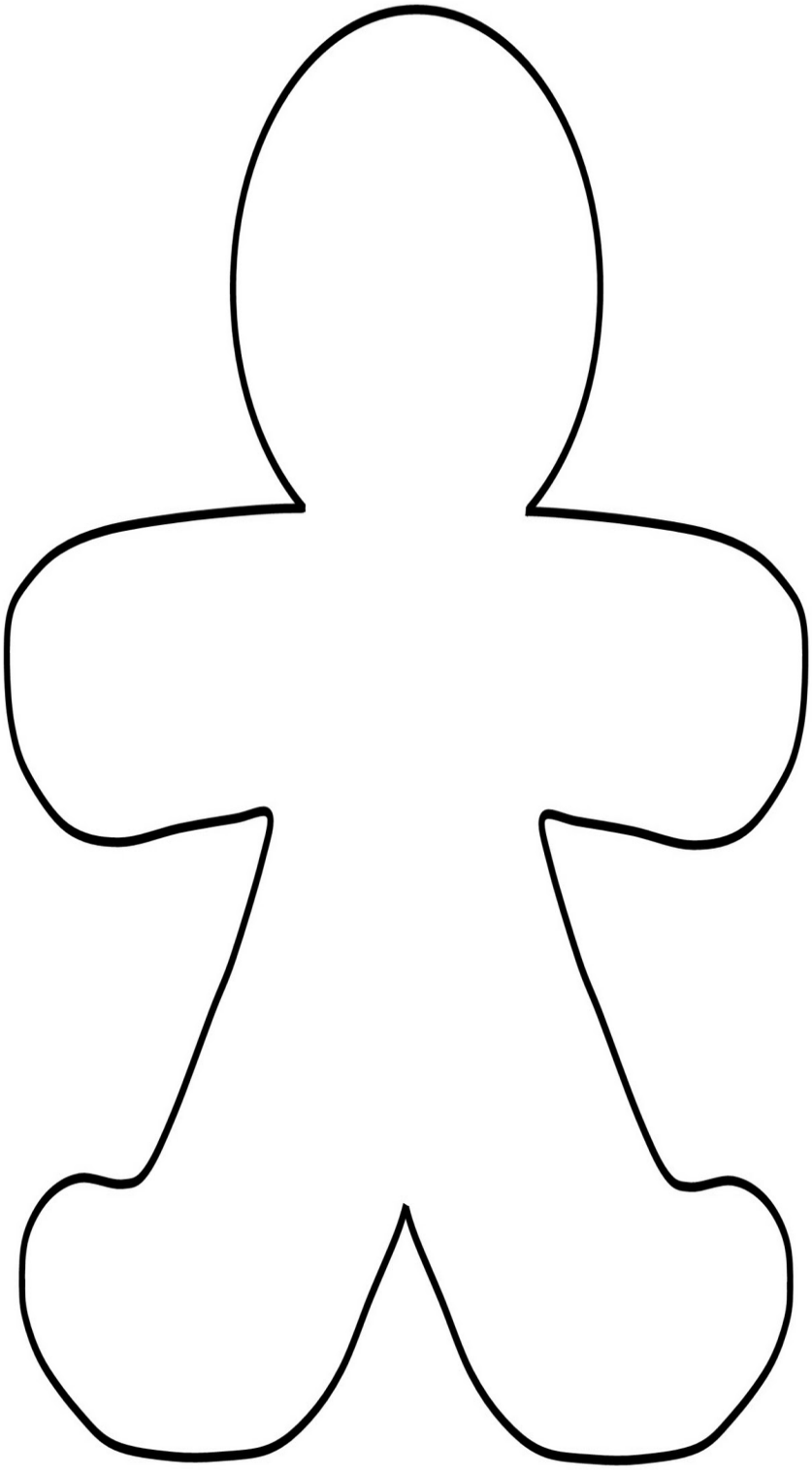
Activity Sheet: Worker Silhouette



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Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 3 **Lesson** 3 of 3

Grade Level: 2

Length of Lesson: 30 minute

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Standard (GLS):
CD.8.A.02.a.i: Identify and compare roles and responsibilities of workers within the community.
CD.8.B.02.a.i: Identify the skills needed by workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
C: Student will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: *Worker Silhouettes* completed by each student in Lesson 2.
Writing paper for narrative description of workers
Map completed in Lesson 1

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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 and informally
	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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

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 illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.

Lesson Preparation

Essential Questions:
How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
Arrive in classroom with magnifying glass; search classroom as if looking for clues. Post map created in Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Return the completed silhouettes and give writing paper to the students. Tell them that the next step in the investigation of workers is to write descriptions of the community workers.	1. Working independently, students review the characteristics of their community worker and prepare to write their narratives.
2. Guide students in writing a brief narrative explaining the importance of this community worker's roles, responsibilities, and skills.	2. Students will write a narrative including the importance of their community worker's role, responsibilities and skills.
3. In groups of 6 (ideally, each student will represent one career path), ask students to verbally present their silhouettes, (Presentation may be to the entire class or to small groups.) Use the community map to help students identify where the workers work. Consider displaying the map and the silhouettes – using yarn to connect the	3. Students will use a 2-minute (friendly) persuasive argument to introduce the importance of their community worker to the class.

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workers with their work sites. 4. When all other activities have been completed, bind the completed Worker Silhouettes and narrative descriptions into a classroom book: *Important Discoveries – The Importance of Workers' Roles, Responsibilities, and Skill*s. Compliment the students on the thoroughness of their investigative work about community workers.	4. Students will work with the students in their small groups to organize their silhouettes and narratives in preparation for binding all silhouettes and narratives into a classroom book.

Teacher Follow-Up Activities

Work with teachers to post the silhouettes and narrative descriptions. This would be an excellent display for the business and community appreciation day (if the school sponsors such an event – If not, consider initiating one.).

Counselor reflection notes (completed after the lesson)

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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: What Work Do Adults Do In Our Community? The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.	**SUGGESTED UNIT TIMELINE: 3 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. Why are roles, responsibilities, and skills important in the world of work?
2. How do a person's skills impact his/her roles and responsibilities in the community?

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 and compare the roles and responsibilities of two workers (jobs) in their community.		CD.8.ADO.02.a.i: Identify and compare roles and responsibilities of workers within the community. CD.8.B.02.a.i: Identify the skills needed by the workers in the community.		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 2
2. The student will identify and compare skills of two workers (jobs) in their community.		CD.8.ADO.02.a.i CD.8.B.02.a.i:		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6	CD C	DOK Level – 2

				L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6		

ASSESSMENT DESCRIPTIONS*:

Students will illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: All Around the Neighborhood – Part 1 Lesson #2: All Around the Neighborhood – Part 2 Lesson #3: All Around the Neighborhood – Part
Obj. #	**INSTRUCTIONAL ACTIVITIES:** **(What Students Do)**
1 2	See Lessons: Lesson #1: All Around the Neighborhood – Part 1 Lesson #2: All Around the Neighborhood – Part 2 Lesson #3: All Around the Neighborhood – Part 3

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	___x__ Structured Overview (Ls. 1,2)	_____ Problem Solving _____ Case Studies	_____ Field Trips ___x__ Narratives (Ls.3)	_____ Essays _____ Computer Assisted	_____ Debates _____ Role Playing

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr2-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr2-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: Career Investigations: Jobs in the World of Work **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required: 3-30 min. sessions

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Becoming A Career Detective (Part 1)

Materials/Special Preparation Required:

An oversized magnifying glass drawn on a big piece of paper (students' responses in "HOOK" and # 1 will be written on magnifying glass" and saved for Lesson 2)

Activity Sheet: *Interview Questions*

Activity Sheet: *Interview Summary*

Activity Sheet: *Investigative Reporter's Notebook* (optional)

Dry erase board, smart board, chart paper, or other

Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own

Lesson #2: Becoming A Career Detective (Part 2)

Materials/Special Preparation Required:

Completed interview activity sheets (from lesson 1)

Interview Summary Activity sheet

Magnifying glass and magnifying glass drawn on paper from previous lesson

Missouri Comprehensive Guidance and Counseling Domain:

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Standard (GLSs):

CD.8.A.03.a.i: Explain what workers do and need to know in various careers. (DOK Level – 2)

CD.8.B.03.a.i: Gather information regarding training and education for a variety of careers. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:

Career Development:

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

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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 Essential Questions:

Why does our world need different types of jobs?
Why do people need jobs?

Unit Measurable Objectives:

The student will explain what workers do and need to know in two careers.
The student will gather information regarding training and education for at least two careers.

Unit Instructional Strategies/Instructional Activities:

_____ Direct
__X__ Indirect (Reflective Discussion)
_____ Experiential
_____ Independent study
__X__ Interactive Instruction (Discussion, Interviewing)

Lesson Summative 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 investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an “Evidence File” compiled as a classroom book.

Brief Summary of Unit:
In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.

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Process: Students will gather information through classroom activities and interviews with workers. The lessons focus on gathering information about the roles, responsibilities, and skills of workers. The concept of the relationship between work skills and academic skills is introduced. The importance of all workers and their responsibilities continues to be an emphasis.

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will observe workers and participate in discussions.

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Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 1) **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Standard (GLSs):
CD.8.A.03.a.i: Explain what workers do and need to know in various careers.

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

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

Materials (include activity sheets and/ or supporting resources)

- An oversized magnifying glass drawn on a big piece of paper (students' responses in "HOOK" and # 1 will be written on magnifying glass" and saved for Lesson 2)
- Activity Sheet: *Interview Questions*
- Activity Sheet: *Interview Summary*
- Activity Sheet: *Investigative Reporter's Notebook* (optional)
- Dry erase board, smart board, chart paper, or other

Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

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

Lesson Measurable Learning Objectives:

The student will explain what workers do and need to know in two careers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs. Assessment may be question answer, performance activity, etc.
The student will contribute to discussion of skills, knowledge, and tools used in different careers.

Lesson Preparation

Essential Questions:

What do workers do on their jobs?
What do workers need to know to do their jobs?

Engagement (Hook):

Have or make an oversized magnifying glass. Remind the students of the "investigation" of the world of work that they have been conducting since kindergarten.

(Display the magnifying glass you have drawn on chart paper.) Ask the class, "Where have you gathered information about careers?" Where else might you obtain information? Record answers on magnifying glass on chart paper.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Write class responses on the magnifying glass. Guide responses from the sources they used in grades K, 1 and 2 (observing and talking with parents, school workers, and community workers to other resources such as books/ magazines/web quests)	1. Students respond with sources they have used and sources they will use.
2. Think of a well-known reporter (local or national) and ask students if they have ever	2. Students will respond with what they know about reporters. All students are

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seen or heard _____. The job title for _____ is "reporter." "What is the role of a reporter?" "What responsibilities does a reporter have?" Explain that you are hiring them as Investigative Reporters. Investigative Reporters investigate a "story" in depth. They will be doing in-depth investigations and gathering specific information. They will interview adults to uncover information about the roles and responsibilities of adults at work.	expected and encouraged to respond with what they already know about reporters.
3. The first worker they will investigate in-depth is "Teacher." Lead the class in a discussion of the career or job of a teacher. What does a teacher do? Write responses on the dry erase board, smart board, chart paper, or other.	3. Students responses might include Write Lessons, Present Lessons, Model Lessons, Assign Work, Correct Papers, Average Grades, Go to Workshops, Supervise Students, Go to Meetings, Call Parents, Discipline.
4. What does a teacher need to know? Write responses on the chalkboard. What training or education do teachers need?	4. Responses include: Responses to Questions and Tests, How to Teach Lessons, Steps to Solve Problems, the Subject and Content Areas.
5. Ask: "How might we find out more about what a teacher needs to know?" Tell students that you will be doing just that, interviewing their teacher. Give each student a copy of Activity Sheet 1 *Interview Questions*.	5. Student will respond with statements such as "We can discover more information through interviews. Students will look over the questions on the *Interview Questions* Activity Sheet.
6. Interview the classroom teacher using the list of questions. As you are interviewing their teacher, tell students to take notes on the *Interview Questions* Activity Sheet.	6. While the counselor interviews their teacher, students will take notes on the *Interview Questions* Activity Sheet.
7. After the interview, give students a copy of the *Interview Summary* Activity Sheet. Have students get into groups of 3 or 4 and, as a group, identify 1 responsibility, 1 job skill and 1 knowledge skill required for teachers to do their jobs. Write the responses on the *Interview Summary* Activity Sheet. Ask one or two groups to tell the class their responses. List their	7. Students will complete the *Interview Summary* Activity Sheet in small groups and report the information to the class. Each student will tell a partner what he or she has learned and still wants to learn about the World of Work and Workers.

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responses on the dry erase board, smart board, chart paper, or other.	
8. Close the lesson by asking students to tell a partner one thing they learned during the lesson and one thing they still want to learn about the World of Work and Workers.	8. Students may ask clarifying questions.
9. OPTIONAL: Introduce students to the *Investigative Reporter's Notebook* and explain that investigative reporters might use a notebook such as this to compile evidence in a logical way. Draw attention to the pages with the interview questions and point out the importance of asking each person the same BASIC questions (although reporters may ask additional questions of individuals).	9. OPTIONAL: Students will put together the *Investigative Report's Notebook* to be used to take notes during interviews and to help organize data they have gathered with the data gathered by other students during their interviews with workers.
10. If you choose NOT to use the *Investigative Reporter's Notebook*, give each student a blank *Interview Questions* Activity Sheet and tell them that they are to interview a worker, in the school or in the community and record the information on the Activity Sheet. These will be used for the next class session.	10. Students will review the process they will be using to conduct their investigation of the world of workers.

Teacher Follow-Up Activities

An excellent follow-up would be for the classroom teacher to invite a reporter to come to class to be interviewed. Ask teachers to provide opportunities for students to practice their interview skills by interviewing each other and/or finding out more information about the role and responsibilities of teachers.

It will be helpful if teachers would announce the due date of the completed *Interview Questions* Activity Sheets.

Counselor reflection notes (completed after the lesson

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Activity Sheet 1

INTERVIEW QUESTIONS
5 Ws and an H

Who influenced your decision to become a _____?

What do you like about your job?

What is your role as a _____?

What are some of your responsibilities as a _____?

What skills does a _____ have to have?

What school subjects do you use as a _____?

When did you decide to become a _____?

Where did you get your training to become a _____?

Why did you choose to become a _____?

How many years of training did it take to become a _____?

Is there anything else you would like me to know about being a _____?

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Activity Sheet: INTERVIEW SUMMARY
TEACHER INTERVIEW

Group Report

Group Members' Names

_____

1. We learned that our teacher's role is to:

_____

2. We learned that one of our teacher's responsibilities is:

_____

3. We learned that one skill our teacher uses is

_____

4. We learned that one knowledge skill our teacher needs is

_____

5. Another thing we learned about our teacher is:

_____

6. I might like to become a teacher

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

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Activity Sheet: Investigative Reporters Notebook

Back cover

TOP SECRET INFORMATION

World of Work Investigative Reporter's Notebook

Private Property of:

_____

Add extra pages as needed; cut on dotted lines; fold on solid

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INTERVIEW QUESTIONS
5 Ws and an H

Who influenced your decision to become a

_____?

What do you like about your job?

What is your role as a _____?

What are some of your responsibilities as a

_____?

What skills does a _____ have to have?

What school subjects do you use as a _____?

When did you decide to become a _____?

Where did you get your training to become a

_____?

Why did you choose to become a

_____?

How many years of training did it take to become

a _____?

Is there anything else you would like me to know about being a _____?

INTERVIEW QUESTIONS
5 Ws and an H

Who influenced your decision to become a

_____?

What do you like about your job?

What is your role as a _____?

What are some of your responsibilities as a

_____?

What skills does a _____ have to have?

What school subjects do you use as a _____?

When did you decide to become a _____?

Where did you get your training to become a

_____?

Why did you choose to become a

_____?

How many years of training did it take to become

a _____?

Is there anything else you would like me to know about being a _____?

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Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 2) **Lesson #** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Standard (GLSs):
CD.8.B.03.a.i: Gather information regarding training and education for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

- Completed interview activity sheets (from lesson 1)
- *Interview Summary* Activity sheet
- Magnifying glass
- Magnifying glass drawn on paper from previous lesson

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally or informally
	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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objective:

The student will gather information regarding training and education for at least two careers.

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 analyze and synthesize information collected after interviewing an adult about what they do and need to know to do their job.

Lesson Preparation

Essential Questions:
How do people's skills relate to jobs?
Why do job requirements change?
Why is it important that we find information on training and education requirements for jobs or careers?

Engagement (Hook): Magnifying glass from the previous lesson. Call students' attention to this.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the previous lesson. If possible, use the **magnifying glass** saved from the previous lesson (this included a listing of career information resources).	1. Students provide responses about sources of information: e.g., Books, library, Internet, television, newspaper.
2. Expand discussion beyond sources for world of work information to the training workers need and the places workers might get the needed training/preparation for their jobs.	2. Student responses about training might include on the job training, apprenticeships, military, technical schools, community college, and four year college.
3. Tell class that today they will be working in small groups to compile information about the training people need to do their work.	3. Students will ask clarifying questions
4. Ask students to get out their interview notes from the interviews they conducted with people at work. Divide the class into groups of four (4).	4. Students will "get out" their interview notes and take them to their groups of 4.

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5. Give group members a few minutes to talk with each other about the job or career of the workers they interviewed; encourage the use of the notes they took. Ask students to listen for the training or education requirements for the career.	5. In small groups, students will talk about information they discovered in their investigations about the training or education requirements needed for the career or job of the workers they interviewed.
6. Have Activity Sheet *Interview Summary*, ready for analyzing the information.	6. Group members will work independently as well as cooperatively to complete Interview Summaries to be used as evidence pages for the 3rd grade classroom book.
7. Have students share what they learned. Compile *Interview Summary Group Report Evidence Book*" which will be kept in the classroom	7. Groups will report information to the class and help compile evidence pages.
8. Student Reflection: Each student will write a concluding paragraph about his or her investigations.	8. Students will write a concluding paragraph in response to the prompt "As a result of analyzing the data collected by our team, I conclude the following about the world of work and me".
9. Close the lesson by expressing appreciation for the responsible work the students did investigating the training required for workers.	9. High Five!

Teacher Follow-Up Activities

Encourage teachers to talk about the "school skills" workers need. When teaching content areas, discuss careers, which are relevant, (e.g., mathematics: Accountant, Bookkeeper, Banker, Cashier).

Counselor reflection notes (completed after the lesson)

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Activity Sheet: INTERVIEW SUMMARY

Group Report/Evidence Page

Group Members' Names:

_____

Name of worker and job:

_____

1. We learned that this person's role is to:

   _____

2. We learned that one of this person's responsibilities is:

   _____

3. We learned that one skill this person uses is

   _____

4. We learned that one knowledge skill this person needs is

   _____

5. Another thing we learned about this person is:

   _____

6. I might like to become a _____

   Group Member _____ YES NO Maybe

   Group Member _____ YES NO Maybe

   Group Member _____ YES NO Maybe

   Group Member _____ YES NO Maybe

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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: Career Investigations: Jobs in the World of Work In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.	**SUGGESTED UNIT TIMELINE: 3 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. Why does our world need different types of jobs?
2. Why do people need 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 explain what workers do and need to know in two careers.		CD.8.A.03.a.i: Explain what workers do and need to know in various careers. CD.8.B.03.a.i: Gather information regarding training and education for a variety of careers.		RF.3.3 RF.3.4 W.3.1 W.3.2 W.3.4 W.3.8 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.4 L.3.5 L.3.6	CD A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level – 2
2. The student will gather information regarding training and education for at least two careers.		CD.8.A.03.a.i CD.8.B.03.a.i		RF.3.3 RF.3.4 W.3.1 W.3.2 W.3.4 W.3.8 SL.3.1 SL.3.2	CD A	DOK Level – 2

				SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.4 L.3.5 L.3.6		

ASSESSMENT DESCRIPTIONS*:
The student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an "Evidence File" compiled as a classroom book.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: Becoming A Career Detective (Part 1) Lesson #2: Becoming A Career Detective (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: Becoming A Career Detective (Part 1) Lesson #2: Becoming A Career Detective (Part 2)

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

		_____ Concept Attainment _____ Cloze Procedure	_____ Model Building _____ Surveys	_____ Learning Contracts _____ Homework _____ Research Projects ___x__ Assigned Questions (Ls. 2) _____ Learning Centers	1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr3-Unit2.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr3-Unit2.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: The Road to Careerville: Exploring Career Paths & Requirements **Grade Level:** 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson # 1: The Road to Careers (Part 1)
- Materials/Special Preparations Required:
  - Counselor Resources:
    - "Career Paths and Example Careers"
    - "Career Path Posters" (set of 6)
    - Career Path Strips (Master Copy of single page—to be cut into strips)
  - Activity Sheets for students:
    - "Career Paths and Example Jobs"
    - "Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education"
  - Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
  - Dry erase board/SMART board/other visual display
  - Poster board or construction paper
  - Pencils, markers

Lesson # 2: The Road to Careers (Part 2)
- Materials/Special Preparations Required:
  - Student-made charts ("Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education") begun in Lesson 1
  - Counselor Resources:
    - "Career Paths and Example Careers"
    - "Career Path Posters" (set of 6)
  - Activity Sheets for Students:
    - "Career Paths and Example Jobs"
    - "The Relationship of My …" (see Lesson 1)
  - Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
  - Dry erase board/SMART board/other visual display
  - Poster board or construction paper
  - Pencils, markers

Lesson # 3: The Road to Careers (Part 3)
- Materials/Special Preparations Required:
  - Roadmap; Student-made posters completed in Lesson 2
  - Counselor Resources:

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Career Paths and Example Careers"
"Career Path Posters" (set of 6)
"Letter from *Careerville News* Reader" (1 copy for each group)
"Columnist's Response to a Reader" (1 copy for each group).
Activity Sheets for Students:
Template for Friendly Letter (copies for each student)
Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other visual display
Poster board or construction paper
Pencils, markers

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Standard (GLS):
CD.8.A.04.a.i: Relate current student learning to each of the six career paths. (DOK Level – 3)
CD.8.B.04.a.i: Outline the training and educational requirements for a variety of careers. (DOK Level – 3)

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will 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
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	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

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		visual or performed arts

Unit Essential Questions:

How does a person's education prepare him/her for future jobs and careers?
How do people prepare for careers?

Unit Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Unit Instructional Strategies/Instructional Activities

__X__Direct (Structured Overview, Guided & Shared –Reading, Listening, Viewing, Thinking)
__X__Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
__X__Experiential (Role Playing)
_____ Independent study
__X__Interactive Instruction (Role Playing, Brainstorming, Peer Partner Learning, Discussion, 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.
The student will be provided opportunities to demonstrate an understanding of careers, post-secondary training and education via charts, student-made posters, student-written letters, and through other media resources.

Brief Summary of Unit:
The lessons in the Grade 4 Unit will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in the unit?
Students will need prior knowledge of roles, responsibilities, and skills of family members, school workers, and community workers. In addition, students are expected to have prior knowledge of the Career Paths (see Resources "Career Paths and Example Careers" "Career Path Mini-Poster").

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Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 1) **Lesson** 1 of 3

Grade Level: 4

Length of Lesson: 30 minutes (may require 2 sessions)

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Standard (GLS):
CD.8.A.04.a.i: Relate current student learning to each of the six career paths.
CD.8.B.04.a.i: Outline the training and educational requirements for a variety of careers.

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

A. Students will 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)

Counselor Resources: "Career Paths and Example Careers"; "Career Path Posters" (set of 6); Career Path Strips (Master Copy of single page—to be cut into strips)
Activity Sheets for students: *Career Paths and Example Careers, Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education*
Career information publications (e.g., */Children's DOT,* brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other, poster board or construction paper, pencils, markers

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	

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

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

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 gather information and present the information to a small group of peers during a chart-making activity. Working with a team, the student will 1) discuss and graphically represent on a poster board, the relationship of current (4th grade) learning to the responsibilities of workers in a specific Career Path and 2) will graphically represent the post-secondary training/education a person in that career path needs to succeed.

Lesson Preparation

Essential Questions: How does what a person learns prepare him/her for future jobs and careers?

Engagement (Hook): Come to class dressed as **Inspector "CareerSo"** with an oversized magnifying glass, and pretend to search classroom as if looking for clues. The counselor will say, "I am a detective who has been hired by the editor of the *Careerville News*. The editor's in-box is overflowing with letters from people who want to live and work in Careerville. I have been hired to help by investigating the work people do in Careerville. There are too many inquiries for me to be able to respond to them all, so I have hired you (students) to help with the investigation and to become Career Information Columnists for the *Careerville News.*

Draw a road on the dry erase board/SMART board/other, and write "Careerville" at the end of the road. Add the names of several careers that students explored in prior grades. Along the road, Inspector CareerSo (the counselor) will write the types of post-secondary training and/or education people need for each of the careers (e.g., 2-year college education in computer science, 4-year college degree in teacher education, 9 month Licensed Practical Nurse program at a local Career Center). Inspector CareerSo (the counselor) will say, "We are on a journey to "**Careerville**." All of us will have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. How can we prepare ourselves to arrive in Careerville ready to be the "best workers we can be?"

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the "hook," allow students to respond; write student responses on the path drawn on the board.	1. Students will respond to questions. (Go to school, study, go to college, follow the rules, etc.)
2. On the "**Careerville**" road, the counselor will write ***newspaper editor*** at the end. The counselor will say, "How might we prepare ourselves to become the editor of the Careerville newspaper? What skills does a newspaper editor need? What are you learning currently at school that would help you in your job as an editor?"	2. Students will respond to questions (learn to read, write, do math problems).
3. Using the set of six *Career Path Posters,* review the concept of Career Paths, presenting the career paths as a way to organize the World of Work and Workers in our minds. The counselor will say, "What jobs or occupations do you recall from your memory when I say "Helping Career Path?" The counselor will continue this process with the other Career Paths. **Helping Path** (teacher, custodian, waitress); **Health Path** (doctor, paramedic), **Business Path** accountant, administrative assistant; **Creative Path** (actors, radio and TV broadcasters, journalism); **Fixing, Building, and Technology Path** (construction worker, architect, auto mechanic), **Nature Path** (zookeepers, horticulture, farming)	3. Students will respond to counselor questions, naming the career paths and occupations in each path.
4. Divide the class into six groups and distribute Activity Sheets: "Career Paths and Example Careers" and "The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training & Education" to each student. Say, "The Activity Sheet 'Relationship of my Current Learning, Worker Responsibilities, Post-secondary Training and Education' is an advanced organizer for	4. Students will write current learning in the first column of their Activity Sheet – being specific about the learning, e.g., "long division" instead of "math" and then share their answers with the class.

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the work you will be doing together. Think about your math lessons this week… what are you learning to do? Think about your science lessons? What have you discovered? Now write this information in the first of the three columns on the Activity Sheet. Think about your other subjects—what are you learning? On a blank piece of paper, write all the learning (in any subject) you can think of in the next 2 minutes." Call time after two minutes and ask several students to state a "current learning" he or she wrote.	
5. Facilitate Student Self Evaluation by saying "Reflect on the 'learning' you wrote on the blank piece of paper. Re-think your list by considering the difference between Subject Areas (e.g. History) and specific knowledge or skills (e.g. using the internet to research what it was like to live in Missouri 100 years ago). Focus on the knowledge and/or skill you are gaining and revise your lists by adding knowledge and skills to your lists. Revise and refine your lists by categorizing specific skills into subject areas (you may find that skills will fit into more than one subject area). For example: **Mathematics** — Long division, Problem-Solving **Communication Arts** — Letter-writing, Problem-Solving	5. Students will work with peers in small groups to reflect/ rethink/ revise/refine their lists.
6. Transfer the revised/refined lists to the first column of Activity Sheet. Add new skills as needed." *Counselor Clue: Remember—These lists are to be representative of the process – rather than exhaustive.*	6. Students will transfer lists to the first column of their Activity Sheet: "The Relationship of My Current Learning …"
7. Say, "In the middle column, you will be asked to write the names of careers. Look at the careers listed on the Activity Sheet "Career Paths and Example Careers". In the middle column, of the chart, write down the names of 3 or 4 careers you think you	7. Students will write the names of three careers they think they would like and three careers they think they would not like in the middle column. Students will then share what they have written.

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would like **AND** 3 or 4 you think you would not like." Suggest that students relate the academic skills needed for the careers they have chosen to the knowledge and skill they wrote in the first column. Continue by saying, "Think about the responsibilities of a _____ and then think about the knowledge and skills you are leaning today in school and how what you are learning now relates to the responsibilities of that career. Draw a line from the skill to a worker who uses the skill." After a few minutes, ask the students to share their ideas about how current learning connects with the responsibilities of workers in specific careers.	
8. Supply each group with a "career strip" (Resource: Career Path Strips [Master Copy]) and a large piece of construction paper or poster board folded in thirds. The counselor will instruct the students to sign their names on the back of the poster board. (Groups will use only 2/3 of the poster at this time. The other third will be used later.)	8. Students will write their names on the back of their poster board.
9. Explain that the first column on the poster board is where students will graphically represent six important skills they are currently learning.	9. Working in teams, students will determine the six important skills to be illustrated and will complete the first column on the poster board.
10. Explain that the Second Column is where students will write or graphically represent careers/jobs.	10. Students will complete the Second Column.
11. Next, instruct students to connect the current learning/skills to the careers/jobs with string or with lines drawn with markers. Remind students that each skill will be connected to more than one worker and each worker will be connected to more than one skill. While students are working, ask, **"What are you discovering about the relationship between your current learning and future jobs?"**	11. Students will connect current learning/skills to future jobs with string or lines. Students (one group at a time) will engage in answering the discussion question stated in counselor direction number eleven (11) by sharing their posters with the class.

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12. Close this part of the lesson by saying, "During our next session, we will match the careers you included on your poster with the post-secondary training/education required. Be sure to remember your group members." *Collect the groups' charts/posters, students' Activity Sheet, "Career Paths and Example Careers", and Activity Sheet/chart "Relationship of My Current Learning…" Bundle together in classroom groups for ease of retrieval. They will be completed during Lesson 2.*	

Teacher Follow-Up Activities

Arrange with classroom teacher to keep the Career Path Posters displayed.

Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. (See Resource: "Career Paths and Example Careers". Space has been left for additional careers to be added to each Career Path). Encourage relating the careers that apply to current learning during instruction and adding careers to the "poster."

Counselor reflection notes (completed after the lesson)

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COUNSELOR / TEACHER RESOURCE:

CAREER PATHS AND SAMPLE CAREERS

This Resource is provided as a "memory refresher" for the Career Paths. Remember, the careers listed here represent a small percentage of all the careers in each Career Path. As with any system of categorizing, there will be an overlap of Career Paths for many careers. Teachers are urged to post this in their classrooms and encourage students to add careers to the lists in the Career Paths as they learn about and/or discover new careers.

Creative Path

(Arts and Communications)
museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Nature

(Natural Resources)
zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Fixing, Building, and Technology

(Industrial and Engineering Technology)
construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Business Path

(Business Management and Technology)
administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

Health Path

(Health Services)
physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse.

Helping Path

Human Services
teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselor, minister

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work & build things.

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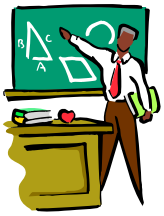
Helping Path

(Human Services)

People who like to work with people to help make things better for others.



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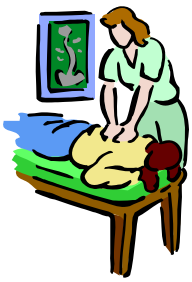
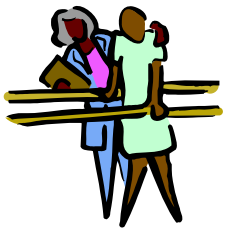


Health Path

(Health Services)

People who like to care for animals and people.



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COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one "career strip" to each small group. Group members will generate the names of more occupations than are suggested on the "career strip." They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond "arithmetic" or "reading" to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

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The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training, and Education

My Current Learning (e.g. Math: long division, Science: categories)	**Post-Secondary Training and Education** Where people go to learn how to do the work they love	**Worker Responsibilities in the _____Career Path**

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Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 2) **Lesson**: 2 of 3

Grade Level: 4 **Length of Lesson:** 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Standard (GLS):
CD.8.A.04.a.i: Relate current student learning to each of the six career paths.
CD.8.B.04.a.i: Outline the training and educational requirements for a variety of careers.

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

A. Students will 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)

Student-made charts ("Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education") begun in Lesson 1
Counselor Resources: "Career Paths and Example Careers"; "Career Path Posters" (set of 6)
Activity Sheets for Students: "Career Paths and Example Jobs" "The Relationship of My …" (see Lesson 1)
Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
Chalkboard, chalk, poster board or construction paper, pencils, markers

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	

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

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Lesson Summative 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 complete the poster started in lesson 1 by adding the post-secondary options for training and/or education in the third column on the poster. Reminder: Column 1 = School-related skills; Column 2 = worker responsibilities; Column 3 = post-secondary options.

Lesson Preparation

Essential Questions: How do people prepare for careers?

Engagement (Hook): Once again, come to class dressed as **Inspector "CareerSo"** with an oversized magnifying glass and a rumpled road map. Search classroom as if looking for clues about where the Career Paths lead. Open map and say, "AHA! I see … The Career Paths lead to Careerville! WOW! You can get there in many different ways!" Draw a road on the dry erase board/SMART board/other visual display. Write "Careerville" at the end of the road and remind students that we are on a journey to "**Careerville**." Say, "All of us have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. Today we will be considering some of the paths people take to Careerville."

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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Review the concept of "Post-secondary training and/or education." List on the board, examples of the many options for students after graduating from high school, e.g., apprenticeships, on-the-job training, the military, technical school, community college, and four-year college.	1. Students will contribute post-secondary employment and education/training options.
2. Tell students to return to their "Lesson 1 groups" (each group was assigned one of six career paths). Distribute group materials collected at the end of Lesson 1.	2. Students will position themselves in groups.
3. Instruct the students to add the options written on the board regarding post-secondary training and education in the third column of their group's poster.	3. Students will list post-secondary options in the third column of their posters.
4. Provide the needed career information resources (print and electronic as appropriate) for student use as they research the post-secondary education and/or training requirements of workers. Instruct students how and where to find the information for various jobs.	4. Students will use the career information resources made available by the counselor to research options available for specific careers.
5. When students have had an opportunity to practice researching several occupations, instruct them to match the jobs/careers in column 2 with the appropriate post-secondary training and/or education option in column 3. Use string or markers to make a visual connection.	5. Students will match workers/careers in column 2 with education and/or training requirements in column 3.
6. Facilitate students' developing ability to support their "statements" with evidence and documentation. Guide them to support their "matching" of work roles and post-secondary requirements by citing the source of the information they found while researching the post-secondary requirements of workers.	6. Students will discuss the research that "informed" their decisions to match specific jobs/careers with specific education and/or training requirements.

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7. Inform students that during the next guidance lesson, they will be writing letters to the readers who are seeking advice about working in Careerville. Encourage their continued observation and reading about work and workers. Students will be using the information on their posters as well as information they find in other reliable sources to formulate the information support for the advice they provide about choosing a career path or a specific job. NOTE: Save group materials (individual student's Activity Sheets, the group's resources/ materials, group's poster) in a bundle by classroom for ease of retrieval and use during the next lesson.	7. Students will listen.

Teacher Follow-Up Activities

Ask the classroom teacher to keep the Career Path Posters displayed throughout the three lessons of this career unit.
Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resource: Career Paths and Example Careers).

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 3) **Lesson** 3 of 3

Grade Level: 4 **Length of Lesson:** 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Standard (GLS):
CD.8.A.04.a.i: Relate current student learning to each of the six career paths.
CD.8.B.04.a.i: Outline the training and educational requirements for a variety of careers.

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

A. Students will 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)

Roadmap; Student-made posters completed in Lesson 2
Counselor Resources: Career Paths and Example Careers"; "Career Path Posters" (set of 6); "Letter from *Careerville News* Reader" seeking help (1 copy for each group); "Columnist's Response to a Reader" (1 copy for each group).
Activity Sheets for Students: Template for Friendly Letter (copies for each student)
Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other visual display, poster board or construction paper, pencils, markers

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

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

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

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 write a friendly letter focusing on a specific career and include the correlation of the student's current learning with worker roles and responsibilities and the necessary post-secondary training and education requirements for that career.

Lesson Preparation

Essential Questions: How do people prepare for careers?

Engagement (Hook): Again, come to class dressed as Inspector "CareerSo." Draw a road on the Dry erase board/SMART board/other visual display. Write "Careerville" at the end of the road and remind students that we are on a journey to "Careerville." Using an oversized magnifying glass and a rumpled road map as props, pretend to search the classroom as if looking for clues and say, "I see that the Career Paths lead to Careerville! WOW! And there are SO many people on the road to Careerville—I hope we can help them find their way! You already know that people can get to Careerville in many different ways. All of us have the same destination: working to meet the needs of a community. Let's get started on OUR investigations and reporting about the world of work so we can help the people heading toward Careerville!

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask: What do you remember from our last guidance lesson about where people learn how to do their work? Review the concept of post-secondary training and/or education by writing information on the board regarding options available to students in the area (e.g., vocational schools, technical training programs, the military, and colleges). Inspector CareerSo (Counselor) will use prompts such as: "What kinds of jobs are available for individuals who want to enter a full-time job right after they graduate from high school? What training and educational facilities are located in our area for a person who would want to go to more school after high school?" (Provide time for students to respond and comment.)	1. Students will respond to the counselor's questions regarding post-high school job or training opportunities in the area, or military options.
2. Continue: Every job has responsibilities that require training—whether the training occurs on-the-job or in a training, educational, or military setting. For example, what job responsibilities does a Newspaper Columnist have?	2. Students will respond to question regarding the responsibilities of a *Columnist*, for example: Seek information Write Columns Reflect/ Rethink Revise/Refine content of columns.
3. Say, "Remember, I have hired you to help me investigate and report on the world of work. You will be working as columnists for the *Careerville News'* award-winning column "Career Information for those on the Road to Careerville." You will be working in the same groups as in Lessons 1 and 2 – each group represents one of the Six Career Paths and each student in the group will represent a career within that Career Path. Explain that the responsibility of each student is to publish accurate information about a career in his or her assigned Career Path.	3. Students will listen to the instructions and then gather in their previously assigned groups. Each student will choose a career/job of interest from the assigned career path.

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4. Inspector CareerSo will read a letter from a reader asking for career information (Activity sheet: "Letter from *Careerville News* Reader"). The Inspector will review the elements of a friendly letter and then ask the students to examine the sample of the letter (Resource: "Columnist's Response to a Reader"). Each student will write a similar letter to the readers. (See, also, the Activity Sheet: "Template for Friendly Letter") If students do not have access to computers to write letters, they may write their letters on the template.	4. Students will examine the three handouts and will ask clarifying questions as the Inspector (counselor) provides instructions.
5. The letters will be self and peer critiqued. When the letters are completed, the counselor will ask each student to share his/her letter with a small group. Instruct group members to use "Letter from *Careerville News* Reader" as a guide to ensure that all questions are answered in each student's letter. (Suggestion: Use the "jigsaw" process for sharing – students have been working in expert groups addressing a single Career Path. In order to help peers learn about other Career Paths, arrange students in six-member groups so that there is at least one representative of each career path in each group). Before binding the letters into a booklet, you may want to post the letters outside your office for a broader audience.	5. Students will engage in the writing of the letters and will share their letters with the class.
6. The counselor or student volunteers will bind the letters into a classroom Career Information book.	6. Students interested in a career in publishing, will volunteer to bind the letters into the classroom book.

Teacher Follow-Up Activities

The letter writing process might serve as a Communication Arts lesson on writing friendly letters. The process could be adapted to include writing a business letter to the readers. Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resources).

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Counselor reflection notes (completed after the lesson)

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RESOURCE: LETTER FROM *CAREERVILLE NEWS* READER

1234 Rooftop Lane
Larae, MO, 65000

September 5, 2006

Dear CN Columnist,

I hope you can help me! I am seeking more information about the World of Work, and Workers. I am trying to decide where I want to live and work when I graduate from high school. Inspector CareerSo told me that Careerville is the best community in the world because all workers are valued and all work is important there. I want to move to Careerville and help make the community even better. The problem is that I have many, many skills and like to do many, many kinds of things. I study hard and enjoy all (well, most) of my learning. I just can't decide which career to choose. Since you have the reputation of being the most accurate source of information about careers in Careerville, I decided to write to you.

Would you please help me find answers to the following questions?

1. I know all Career Paths lead to Careerville. Which is the best path to take?
2. If a person follows that path, what is one of the jobs that he or she might like?
3. What "school skills" are needed in that job?
4. Can someone get this job when he or she graduates from high school? If not, what kind of post-secondary training or education is needed?
5. If you were thinking about doing this job, what are some things you would like about it?
6. If you were thinking about doing this job, what are some things you would NOT like about it?
7. Do you know of anything else I should know about Careerville, or the job you are suggesting?

That's all the questions I have for now. Thank you very much for your time. I am looking forward to your reply.

Sincerely yours,

A Career Adventurer

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RESOURCE: COLUMNIST'S RESPONSE TO A READER

4234 Careerville Newspaper Way
Careerville, MO 65216
Today

Dear Career Adventurer (C. A.),

I am glad you wrote to the CN Columnist. I have some ideas. However, C. A., you are the only one who can decide what is best for you! Since you didn't tell me very much about yourself, I will tell you about what I think is the best Career Path—the Helping Path! Remember, though, YOUR favorite or best Career Path will depend on YOU knowing what you like to do and/or would like to do in the future.

If you like to help other people and like to talk with people, and if the Communication Arts subject area is one of your strengths, then there are several careers for you in this career path. The one I will tell you about is "Teacher." This might be a good career for you because you said you like to learn and that you have a lot of skills – so do teachers. My teacher has to know all the school skills because he has to teach them to all of us. I know my teacher had to graduate from college after he graduated from high school, because his college diploma is hanging in our classroom. He tells us almost every day that he worked hard to get that diploma and he is proud to display it.

As for ME and a teacher's job—here are some things I would like about it:

- I would get to help great kids (like me) learn.
- I would get to eat lunch in the Teachers' Lounge.
- I would be able to decide what projects the kids would do.
- I would be able to help people solve problems.

And here are some things I would NOT like about a teacher's job:

- Grading all those papers.
- Staying after school EVERY day.
- Parents getting angry at me in front of the students.
- Going to school during the summer.

Well, what do you think, C. A.? Would you like to be a teacher? What other jobs have you considered? We have them all in Careerville – and you would love living here!

Sincerely yours,

The CN Columnist

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ACTIVITY SHEET: TEMPLATE FOR FRIENDLY LETTER

Heading
(Street Address
City, State, Zip)

Date

Greeting,

Body _____

_____

_____

_____

_____

_____

_____

_____

(New paragraph)

_____

_____

_____

_____

_____

_____

_____

Closing.

Signature

Name

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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: The Road to Careerville: Exploring Career Paths & Requirements The lessons in the Grade 4 Unit will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available.	**SUGGESTED UNIT TIMELINE: 3 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. How does a person's education prepare him/her for future jobs and careers?
2. How do people prepare for careers?

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 one academic/content area linked to each of the six career paths.		CD.8.A.04.a.i: Relate current student learning to each of the six career paths. CD.8.B.04.a.i: Outline the training and educational requirements for a variety of careers.		RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4. 6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD A: Students will 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 DOK Level - 3

2. The student will identify training and education for two career options.		CD.8.A.04.a.i CD.8.B.04.a.i		RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4. 6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK Level – 3 DOK Level - 3

ASSESSMENT DESCRIPTIONS*:

The student will b provided opportunities to demonstrate an understanding of careers, post-secondary training, and education via charts, student-made posters, student-written letters, and through other media resources.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: The Road to Careers (Part 1) Lesson # 2: The Road to Careers (Part 2) Lesson # 3: The Road to Careers (Part 3)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**

1 2	See Lessons: Lesson # 1: The Road to Careers (Part 1) Lesson # 2: The Road to Careers (Part 2) Lesson # 3: The Road to Careers (Part 3)				
	Direct: ___x__ Structured Overview (Ls. 2.3) _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1,2,3) ___x__ Writing to Inform (Ls. 1,2,3) ___x__ Concept Formation (Ls. 1,2,3) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 1,2,3) _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates ___x__ Role Playing (Ls. 1,2,3) _____ Panels ___x__ Brainstorming (Ls. 1,2,3) ___x__ Peer Partner Learning (Ls. 1,2,3) ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1,2,3) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr4-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr4-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: It's Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers **Grade Level:** 5

Number of Lessons in Unit: 2

Required: 2-30 min. sessions

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: Career Magic (Part 1)

Material/Special Preparation Needed

Magic Wand; Magic Hat or Box
Resource: *Career Paths Strips* (Master Copy)
Activity sheet: *Career Graphic Organizer* (copies for students);
Whiteboard, smart board, or other means of visual display

Lesson #2: Career Magic (Part 2)

Material/Special Preparation Needed

Magic Wand; Magic Hat or Box
Activity sheets: *Career Graphic Organizer* (from Lesson 1); Activity sheet: *A Comparison of the Similarities and Differences Among Careers*
Whiteboard, smart board, or other means of visual display

Missouri Comprehensive Guidance and Counseling Domain:

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

Grade Level Standard (GLS):

CD.8.A.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)

CD.8.B.05.a.i: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)

American School Counselor Association (ASCA) National Standard:

Career Development:

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

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

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Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do training and skills affect a person's role and responsibilities in the community?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of two careers through use of a graphic organizer.
The student will compare and contrast the training and educational requirements for two careers through use of a graphic organizer.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Compare & Contrast, Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_____ Experiential
_X___ Independent Study (Journal)
_X___ Interactive Instruction (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. Summative Assessment: Students will gather information about the roles, responsibilities, skills and training/education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, individual members will gather data, which will then be grouped with the data gathered by the other team members. The grouped data will be analyzed to identify patterns, similarities and differences among the roles, responsibilities, skills and post-secondary education/training requirements. Results will be presented in a visual form of the team members' choice (e.g., a T-Chart or other graphic organizer).

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Brief Summary of Unit:
In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training requirements (post-secondary training and education) of workers in different career paths. Students will demonstrate this understanding through a chart and activity sheets.

The 5th grade Unit builds on the knowledge, skill and understanding developed in the K-4 Career Development Units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers and to collaborate with other team members to analyze the data.

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

Kindergarten: Work roles and responsibilities of family members;
First Grade: Work roles, responsibilities and skills of school workers,
Second Grade: Work roles, responsibilities, skills of community workers,
Third Grade: Work roles, responsibilities, skills and academic knowledge of workers whom students selected to interview.
Fourth Grade: Work roles, responsibilities, skills, and post-secondary training/education required.

In addition, students are expected to have prior knowledge of the Career Path concept and the names/characteristics of careers in each Career Path (see resources for fourth grade units, especially the Career Path Mini-Poster).

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Unit #1 Title: It's Magic! Understanding the Roles, Responsibilities, and Requirements of Workers

Lesson Title: Career Magic (Part 1) **Lesson #** 1 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Standard (GLS):
CD.8.A.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Resource: *Career Paths Strips* (Master Copy)
Activity Sheet: *Career Graphic* Organizer (copies for students)
Dry erase board, smart board, chart paper, or other visual media

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of two careers by using a graphic organizer.

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 students will gather information about the roles, responsibilities, skills and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed (during lesson 2) to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathered to identify similarities and differences of the roles, responsibilities, skills and post-secondary education and present it on a T chart (Activity sheet 2).

Lesson Preparation

Essential Questions: How do training and skills affect a person's roles and responsibilities in the community?

Engagement (Hook):
Copy the resource, *Career Path Strips*. Cut the strips apart, and put the strips into the Magic Hat or box, <u>or</u> write the names of the Career Paths along with examples of careers in each path on slips of paper and place into a hat or box. Tell students that magic can happen when people find the work they enjoy. Then, wave your magic wand with great enthusiasm and say: "Hocus Pocus, what career path am I in today?" Pull one Career Path slip out of the hat or box. <u>Example</u>: "Hi! My name is Chris Carpenter. I work for Carpentry, Inc. I make cabinets, install them, and fix wooden furniture. I follow plans and blueprints. I build safe and durable products." Pull Tony Teacher's slip out of the hat/box. How are Tony Teacher's roles and responsibilities different?

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: For this strategy, you will need display or project the *Career Graphic Organizer*.	
1. After the "hook," encourage students to respond. Discuss with the class the similarities and differences between Tony Teacher's career and Chris Carpenter's career. List the responses on the *Career Graphic Organizer* on display. Begin with Tony Teacher as Career One and list her Roles, Responsibilities, Skills, and Training and Education; Repeat process with Chris Carpenter. After completing the list ask students to talk with a partner to identify the similarities in Chris' and Tony's roles, responsibilities, skills and necessary training and education.	1. Possible responses: Teachers instruct students, write lessons, grade papers, assign work, assign grades, go to meetings, write on the chalkboard, etc.
2. Tell students that the task in this Unit is to compare and contrast roles, responsibilities, skills and training/education of different careers. What does "compare" mean? What does contrast mean? What does compare and contrast mean? Today we will be comparing and contrasting the roles and responsibilities of two careers.	2. Students actively engage in the conversation about the meanings of the terms compare, contrast, and compare and contrast.
3. Remind students that roles and responsibilities may be similar or different depending upon the careers. Are there similarities that all occupations have in common? Are there ways specific occupations are different from all other occupations?	3. Students answer the questions.
4. Divide the class into six groups. Distribute the names of 2 career paths and the activity sheet *Career Graphic Organizer* to each group. As you are distributing the materials to each group, ask students to think for a minute about the many careers in each path. If they were counting, which career path would have the most occupations? What	4. When groups receive their assigned career paths (2 per group) group members will identify one career to explore in each of those career paths.

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causes the difference in numbers of occupations in each Career Path?	
5. Tell students to write the names of the two careers their group identified in the header row (row one) of columns 2 and 3 of the activity sheet *Career Graphic Organizer*. Each group will complete the 2nd and 3rd columns of the graphic organizer for roles, responsibilities, skills of the two careers. Training/Education will be discussed in Lesson 2.	5. Students will add information to complete the roles, responsibilities, skills rows for the 2nd and 3rd columns of the activity sheet.
6. After identifying and listing the roles, responsibilities, and skills in the appropriate rows on the activity sheet, students will study the data and identify similarities and differences between the two careers in roles, responsibilities, and skills.	6. In the 4th and 5th columns, students will identify and list the similarities and differences between the careers.
7. Collect the graphic organizers and save for the next lesson. Close this lesson by reminding students that during the second lesson, they will be completing their career graphic organizers.	7. Students give their group's graphic organizers to counselor.

Teacher Follow-Up Activities

During instruction, discuss the roles and responsibilities for careers related to the teacher's content area.

Counselor reflection notes (completed after the lesson)

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COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one "career strip" to each small group. Group members will generate the names of more occupations than are suggested on the "career strip." They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond "arithmetic" or "reading" to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

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Counselor/Teacher Resource

Career Graphic Organizer

(Make this page into a large chart, or project it so the class can see it in use)

	Career 1	Career 2	Similarities	Differences
Roles				
Responsibilities				
Skills				
Training & Education				

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Student Activity Sheet

NAME: _____

Career Graphic Organizer

The career I chose to study is:	
Roles	
Responsibilities	
Skills	
Training & Education	

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Unit #1 Title: It's Magic: Understanding the Roles, Responsibilities, and Requirements of Workers

Lesson Title: Career Magic (Part 2) **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

Grade Level Standard (GLS):
CD.8.B.05.a.i: Compare and contrast the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

Materials (include activity sheets and/ or supporting resources)

Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Activity sheets: *Career Graphic Organizer* (from Lesson 1); *A Comparison of the Similarities and Differences Among Careers*; *I Can Perform Magic in MY Life!*
Dry erase board, smart board, chart paper, or other visual media

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will compare and contrast the training and educational requirements for two careers by using a graphic organizer.

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 gather information about the roles, responsibilities, skills and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathered to identify similarities and differences of the roles, responsibilities, skills and post-secondary education and present it on a T chart (Activity sheet: *A Comparison of the Similarities and Differences Among Careers*).

Lesson Preparation

Essential Questions: How do training and skills affect a person's role and responsibilities in the community?

Engagement (Hook): Return with the **Magic Hat or Box**, pull out the bundle of activity sheets from the previous lesson. Say, "In today's lesson, we are going to continue to look at the magical world of careers."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
You will use the *Career Graphic Organizers* begun in Lesson 1 for this lesson.	
1. After the "hook," discuss with the class the meaning of similarities and differences. Review the concepts of compare and contrast, and then distribute the *Career Graphic Organizers* from Lesson 1.	1. Students will describe and explain the meaning of similarities and differences – encourage students to expand their thinking beyond explanation and description (e.g., something that's different, isn't always different).
2. Remind students that our task today is to compare and contrast training and education of the careers that you worked on during the previous lesson. Reinforce that training and education may be similar or different with different careers.	2. Students will contribute ideas about what they have observed workers doing that make them similar to and different from each other.

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3. Divide the class into the same groups they were in for the previous lesson. Return each group's *Career Graphic Organizer* and instruct the group members to complete the training and education row for the 2 careers they chose during the last lesson.	3. Each group will complete the Career Graphic Organizer for the two careers they chose during the previous lesson:
4. When each group completes the *Career Graphic Organizer* students will analyze the data and complete the activity sheet, *A Comparison of the Similarities and Differences Among Careers*, summarizing the results of their study.	4. Students complete graphic organizers and present findings to the class.
5. Each group will report one finding of the second part of their study (T-Chart summation) to the whole class.	5. Students will report their findings to the class by using a graphic representation of their chosen career.
6. Unit Closure: Students will write a letter to themselves. The letter will summarize the competence they have gained as a result of participation in the K-5 CG 8 classroom guidance experiences. (See activity sheet: *I Can Perform Magic in MY Life!*)	6. Students will write a letter to themselves highlighting what they have learned about themselves, as well about finding and using information about the world of work and post-secondary training/education. Letters will be placed in their portfolios for safekeeping and will be reviewed, rethought, revised, and/or refined next year.

Teacher Follow-Up Activities

During instruction, discuss the training and education for careers related to this content area.

Counselor reflection notes (completed after the lesson)

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Activity Sheet

A COMPARISON OF THE SIMILARITIES AND DIFFERENCES AMONG CAREERS

We compared the following careers: _____.

Our data indicated the following similarities and differences among the careers studied:

SIMILARITIES	DIFFERENCES
The careers we studied were similar in the following ways: 1. All required workers to have post-secondary training and/or education.	The careers we studied were different in the following ways: 1. The type of training and education varied.

We have reviewed the data presented and verify that it is accurate to the best of our knowledge.

_____	_____
Team Member Date	Team Member Date
_____	_____
Team Member Date	Team Member Date

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<u>ACTIVITY SHEET</u>: I Can Perform Magic in MY Life!

I. M. Magic
1 My Life Lane
Itsmylife, MO 56789
5th Grade Year

Dear Self,

****WoW**** Here we are – fifth grade this year … and on to sixth grade and Middle School next year – and then – like magic – High School Graduation! The time has flown and I have learned about many people, places and things. One magical place I have learned about is the ****WoW**** of people's lives! The **W**orld **o**f **W**ork is that magical place! A magical place where everyone is important! ****WoW**!** A magical place where everyone can be happy!! ****WoW**** The secret (a lot of people don't know this) is that EVERY person can perform magic in his or her own life – even I! All it takes, (according to a man named Frank Parsons who wrote about ****WoW**** in the late 19th and early 20th centuries) is to have knowledge about myself, knowledge about the world of work and workers and, as a result of the first two, the understanding and skills to make decisions about my special place in the ****WoW**** – just like that – Magic!

I want ****WoW**** in my life! It's important, Self, to remember what I have learned about performing magic in MY life! I want to remember:

I. About Me

II. About finding and using Career Information:

III. About Education and Training for careers:

IV. About Planning:

The most important thing for me to remember is:

In order to perform magic in my life…I have to take action!!!

Let's DO IT!!

Me

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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: It's Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training of workers (on-the-job training, apprenticeships, military, tech schools, community college, four-year college) in different career paths. Students will demonstrate this understanding through charts and activity sheets. The 5th grade unit builds on the knowledge, skill, and understanding developed in the K-4 Career Development units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers, and to collaborate with other team members to analyze the data.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 30 minutes each**

ESSENTIAL QUESTIONS:

1. How do training and skills affect a person's role and responsibilities in the community?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will compare and contrast the roles, responsibilities, training, and education of two careers through use of a graphic organizer.		CD.8.A.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05.a.i:Compareand contrast the training and educational requirements for a variety of careers.		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level-3

ASSESSMENT DESCRIPTIONS*: Career Graphic Organizers (completed in groups), Letter to Self about the World of Work (placed in student's portfolio for future reference)	
Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)** See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)

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

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr5-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr5-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: Let's Investigate **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes

Best time of year to implement this Unit: Any time after first quarter

Lesson Titles:

Lesson 1: Career Investigators

Materials/Special Preparations Required:

Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.

Activity Sheet: *Career Paths: Working Together in Our Community*

Activity Sheet: *Career Investigation*

Sample Career Cards

Lesson 2: Putting the Clues Together—Jonny's Portfolio

Materials/Special Preparations Required:

Example materials for Jonny/Jenny Jones

File folders for example materials

Activity Sheet: *How Did Jonny Do?*

Folders for students

Missouri Comprehensive Guidance and Counseling Domain:

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

CD.9: Applying skills for career readiness and success

Grade Level Standard (GLSs):

CD.8.A.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)

CD.8.B.05.a.i: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)

CD.9.A.05.a.i: Apply personal, ethical, and work habit skills needed for success in any school or work environment. (DOK Level - 4)

CD.9.B.05.a.i: Identify the skills needed to develop a portfolio. (DOK Level - 1)

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

B: Students will employ strategies to achieve future career goals with success and satisfaction

C: Students will understand the relationship between training and the world of work.

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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 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 6. Apply communication techniques to the job search and to the workplace
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 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 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	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:

What are the roles and responsibilities of workers from the different career paths?
In what way are those roles/responsibilities alike? Different?
What education is needed for workers, who pursue a specified career?
What are personal, ethical, and work habit skills that students can develop and/or improve upon?
What do the materials in your portfolio say about you?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

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The students will compare and contrast the training and educational requirements for a variety of careers.
The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
The student will identify and apply the skills needed to develop a portfolio.
The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
__X__ Indirect (Writing to Inform)
__X__ Experiential
_____Independent study (Research Projects)
__X__Interactive Instruction (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.

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Brief Summary of Unit:
The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities.
During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.

What prior knowledge do students need to be successful in this unit?
Students need to have an understanding of personal, ethical, and work skills.

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Unit #1 Title: Let's Investigate

Lesson Title: Career Investigators **Lesson:** 1 of 2

Grade Level: 5

Length of Lesson: 45 minutes (this lesson may require two sessions, depending on the group)

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

Grade Level Standard (GLSs):
CD.8.A.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths.
CD.8.B.05.a.i: Compare and contrast the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction

Materials (include activity sheets and/ or supporting resources)

Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.
Activity Sheet: *Career Paths: Working Together in Our Community*
Activity Sheet: *Career Investigation*
Sample Career Cards

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 (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 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

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

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

The students will compare and contrast the training and educational requirements for a variety of careers.

Lesson Formative Assessment (acceptable evidence):

The student will share the results of his/her research by describing what the worker does and by contributing to the class activity.

Lesson Preparation

Essential Questions:

What are the roles and responsibilities of workers from the different career paths?
In what way are those roles/responsibilities alike? Different?
What education is needed for workers, who pursue a specified career?

NOTE: The counselor may need to enlist the assistance of a classroom teacher or other adult with this lesson.

Engagement (Hook): "I have a deck of cards with me, but these are not typical playing cards."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Pair each student with a partner. "When you and your partner get a card, try to keep the career a secret from the other groups. We will reveal that information later in our activity."	1. Students will follow instructions.

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Pass out cards – one per pair. The cards may be color-coded to match the various career paths. NOTE: Samples are included with this lesson, but the counselor may tailor this activity to the other resources he/she has available.	
2. Give one copy of the *Career Paths* information to each pair of students for reference. Review the information regarding the career paths. "Talk with your partner and decide which career path goes with your career. Do you have enough information to decide?"	2. Students will ask questions as needed. Students will determine whether they have enough information.
3. Present students with the *Career Investigation* activity sheet - one per student team. "You and your partner are going be detectives. Your job is to find information about the career that you have been given." Give students instructions on how they are to complete the activity sheet. Students may need explanation regarding some of the terms, such as *on-the-job training, apprenticeship, trade/technical education,* and *seasonal employment.* Distribute materials to students or have them go to the online resource to begin their investigation.	3. Students will summarize what the worker does. They will circle those descriptors that apply to the occupation they are investigating.
4. "You have been investigating a career. Now we will hear from each of the groups. What is the name of the career? What is the career path? What does the worker do?"	4. Each student team will report on the information gathered from their investigation.
5. "We have a lot of careers that we have studied. Now we are going to discover how they are alike and how they are	5. Students will move to designated areas in response to prompts from the counselor.

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different." Designate corners of the room to allow student teams to "vote with their feet."	
6. "Move to ___ if your career does not require a high school diploma." "Move to ___ if your career requires a high school diploma." "Does the career involve on-the-training or apprenticeship? Move to ____." "Does your career require trade or technical education? Move to ___." "If your job requires a college degree, move to ____. " Once the groups have sorted themselves out, ask them to identify the career and compare the number of careers and career paths that are represented. Did members of the same career path end up in the same group? Continue this process for the next three categories. The counselor may break down the larger categories into smaller parts to make the sorting process more manageable. Such as, working in the city compared to working in the country.	6. Students will move to the designated areas as the descriptors are called, which correspond to the career that they have investigated.
7. What are some ways that jobs in careers paths can be the same? How are they different? What else did you learn today?	7. Students respond.

Teacher Follow-Up Activities

Teacher will review students' activity sheets and may need to allow time for completion before the next session.

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Counselor reflection notes (completed after the lesson)

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Sample Career Cards

Professional Athlete	**Graphic Artist**
Advertising Sales Manager	**Personal Financial Advisors**
Civil Engineer	**Construction Equipment Operator**
EMT or Paramedic	**Chiropractor**

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Agricultural & Food Scientist	**Conservation Agent**
Event Planner	**Childcare Worker**

Human Services:
Event Planner — Childcare Worker

Agriculture/Natural Resources:
Agricultural & Food Scientist — Conservation Agent

Health Services:
EMT or Paramedic — Chiropractor

Industrial Engineering & Technology
Construction Equipment Operator — Civil Engineer

Business Management & Technology
Advertising Sales Management — Personal Financial Advisors

Arts & Communication
Professional Athlete — Graphic Artist

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Career Paths: Working Together in Our Community

Business Path
(Business, Management & Technology)
People who like to work with numbers and be organized

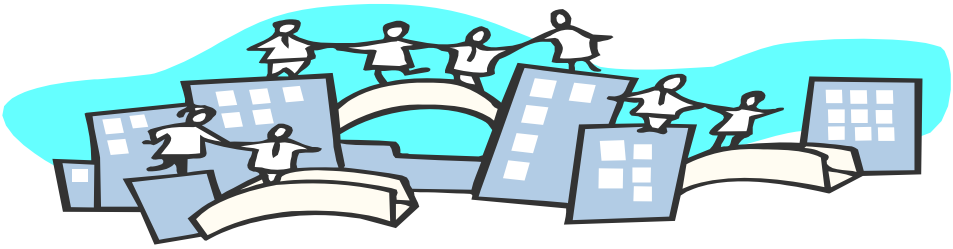
Creative Path
(Arts & Communications)
People who like to draw, write, or perform

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals

Fixing & Building/Technology Path
(Industrial & Engineering Technology)
People who like to figure out how things work and build things

Helping Path
(Human Services)
People who like to work with people to make things better for others

Health Path
(Health Services)
People who like to care for animals and people



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Career Investigation

_____

Career

_____

Career Path

What they do: _____

_____

_____

_____

Circle the statements that describe the job you are researching.

Education required:

no high school diploma	high school diploma
on-the-job training	trade or technical education
apprenticeship	college degree

Work conditions:

works mainly in the city	works mainly in the country
works inside	works outside
works in an office	work that involves traveling
works alone	works with other people
works in a safe place	works in a dangerous place

Work hours:

part-time (less than 40 hrs/wk)	seasonal (work hours vary widely)
full-time (40 hrs/wk)	works overtime (more than 40 hrs/wk)

Median Pay:

less than $10,000/year	$10,000 to $30,000/year	$30,000 to $60,000/year
$60,000 to $90,000/year	$90,000 to $120,000/year	more than $120,000/year

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Unit #1 Title: Let's Investigate

Lesson Title: Putting the Clues Together-- Jonny's Portfolio **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.9: Applying skills for career readiness and success

Grade Level Standard (GLSs):
CD.9.A.05.a.i: Apply personal, ethical, and work habit skills needed for success in any school or work environment.
CD.9.B.05.a.i: Identify the skills needed to develop a portfolio.

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
B: Students will employ strategies to achieve future career goals with success and satisfaction

Materials (include activity sheets and/ or supporting resources)

Example materials for Jonny/Jenny Jones
File folders for example materials
Activity Sheet: *How Did Jonny Do?*
Folders for students

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
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 6. Apply communication techniques to the job search and to the workplace
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 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 deadlines and accomplish goals

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

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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	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
The student will identify and apply the skills needed to develop a portfolio.
The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

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 demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Lesson Preparation

Essential Questions:
What are personal, ethical, and work habit skills that students can develop and/or improve upon?
What do the materials in your portfolio say about you?

Engagement (Hook):
The counselor comes into the classroom, looking somewhat harried and distracted. “Students, I have so much to do today. One of my students has asked me to check through his portfolio and let me know what I think about his work so far. I would really appreciate your help with this project.”

NOTE: Before the lesson, prepare portfolios with cut out materials from Jonny Jones. Crumple up one of the papers, and flatten it out so that the paper is creased.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into work groups of three to four students each. Give each group a folder, containing the materials for Jonny/Jenny Jones. "Jonny and Jenny Jones are twins in the fifth grade. *Jonny* has brought his portfolio folder in for me to review. A portfolio is a folder, binder, or other file that holds a collection. A student portfolio should contain examples of materials that would give someone an idea of what type of student and worker Jonny is."	1. Students will move into work groups and listen to the story of Jonny.
2. "Our job today is to review the materials in Jonny's portfolio and decide what story his papers would tell us, if we were thinking about hiring him for an after-school job. A form is enclosed in Jonny's folder, so that you can take notes on your findings." Check for understanding, then have students begin task.	2. Students will then complete the activity sheet, *How Did Jonny Do?*.
3. Once students have completed the task, they will discuss their findings with the class. There may be some disagreement among the groups, such as, was *Jenny's* award placed in *Jonny's* portfolio by mistake? Or did Jonny take her award?	3. Students will contribute to the discussion.
4. Once discussion is complete, review the items commonly found in portfolios. Distribute folders for students to use to begin compiling their own personal portfolios. Designate an area, either in the classroom or the counselor's office where files will be stored, yet students can still have access.	4. Students will list possible items that they may want to place in their portfolios.

Teacher Follow-Up Activities

Remind students that the portfolios are available for them to store copies of important documents.

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Counselor reflection notes (completed after the lesson)

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How Did Jonny Do?

Most portfolios contain the following items. Does Jonny's portfolio contain these?
(Check off those you find.)

- ☐ Awards and certificates
- ☐ Honor Roll information
- ☐ Grade reports
- ☐ Career inventories and research
- ☐ Sample projects/papers

What story do Jonny's papers tell you?
Work Habits:

1. Is Jonny a careful worker? Yes No

What are your clues?

2. Do you think Jonny will show up to work every day? Yes No

What are your clues?

4. Do you think Jonny takes pride in his work and always tries his best? Yes No

What are your clues?

Personal Skills:

5. Do you think Jonny is a caring person? Yes No

What are your clues?

6. Do you think that Jonny always does the right thing? Yes No

What are your clues?

Ethical Skills:

7. Do you think Jonny is honest? Yes No

What are your clues?

8. Do you think Jonny can be trusted to finish a job? Yes No

What are your clues?

What advice would you give Jonny if he asked you for help?

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NAME No name Jonny? GRADE 4

WHERE DO I FIT???

Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are honest and meaningful.

1. Do you like to work with:
   a. Y tools
   b. Y animals
   c. n science
   d. n people
   e. n numbers
   f. n words
   g. Y machines
   h. n musical instruments
   i. m computers
   j. n plants

2. Do you like to:
   a. Y be outdoors
   b. n be inside
   c. Y move around a lot
   d. n stay in one place
   e. Y be with other people
   f. m spend time alone
   g. Y make/fix things
   h. n talk to people

My sister is stupid!

Johnny Jon

C+

What I Want to be when I Grow up

Incomplete

A fire fighter 'cuz they are cool! They get to wear special gear to keep them safe. My friend's dad works at the fire department. Sometimes we go see him If he's not busy, he lets us check out the trucks and stuff.

THIS AWARD IS PRESENTED TO:

JENNY JONES

FOR

PERFECT ATTENDANCE 1ST QUARTER

MARY LAMB - PRINCIPAL

1st Quarter Grade Report for:
Jonny Jones

Subject	Grade	Teacher Comment
Reading	B	
Language Arts	C	Late or Missing Assignments
Math	D	Late or Missing Assignments
Science	B	
Social Studies	B	

Attendance: 6 days missed out of 44 days possible

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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: Let's Investigate The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities. During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.	**SUGGESTED UNIT TIMELINE:** **2 Lessons** **CLASS PERIOD (min.):** **45 minutes each**

ESSENTIAL QUESTIONS:

1. What are the roles and responsibilities of workers from the different career paths?
2. In what way are those roles/responsibilities alike? Different?
3. What education is needed for workers, who pursue a specified career?
4. What are personal, ethical, and work habit skills that students can develop and/or improve upon?
5. What do the materials in your portfolio say about you?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	**CCSS LEARNING GOALS (Anchor Standards/Clusters)**	**CROSSWALK TO STANDARDS**				
		GLSs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.		CD.8.A.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05.a.i: Compare and contrast the training and educational requirements for a variety of careers. CD.9.A.05.a.i: Apply personal,		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	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. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level - 3 DOK Level - 3 DOK Level – 4

		ethical, and work habit skills needed for success in any school or work environment. CD.9.B.05.a.i: Identify the skills needed to develop a portfolio.			CD C: Students will understand the relationship between training and the world of work.	DOK Level – 1
2. The students will compare and contrast the training and educational requirements for a variety of careers.		CD.8.A.05.a.i: CD.8.B.05.a.i: CD.9.A.05.a.i: CD.9.B.05.a.i:		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1
3. The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.		CD.8.A.05.a.i: CD.8.B.05.a.i: CD.9.A.05.a.i: CD.9.B.05.a.i:		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1

				L.5.6		
4. The student will identify and apply the skills needed to develop a portfolio.		CD.8.A.05.a.i: CD.8.B.05.a.i: CD.9.A.05.a.i: CD.9.B.05.a.i:		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1
5. The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.		CD.8.A.05.a.i: CD.8.B.05.a.i: CD.9.A.05.a.i: CD.9.B.05.a.i:		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1

ASSESSMENT DESCRIPTIONS*:

Students will have completed activity sheets indicating their career goals and plans for achieving those goals and present a project based on those goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny's Portfolio
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny's Portfolio

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion ___x__ Writing to Inform (Ls. 1,3) ___x__ Concept Formation (Ls. 2) _____ Concept Mapping ___x___ Concept Attainment (Ls.4) _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays ___x__ Computer Assisted Instruction (Ls. 3) _____ Journals _____ Learning Logs ___x__ Reports (Ls. 4) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 1,2) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD8-9-Gr5-Unit2.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD8-9-Gr5-Unit2.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: Working Together **Grade Level:** K

Number of Lessons in Unit: 2

Time required for each lesson: 30 minutes

Best time to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Cooperative Puzzles

Materials/Special Preparations Required:

Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4.

Lesson 2: Helping Others

Materials /Special Preparations Required:

Berenstain Bears: Lend a Helping Hand Book (or a similar helping story)

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLS):

CD.9.A.0K.a.i: Identify personal and ethical skills needed to work cooperatively with others in a group at school. (DOK Level – 2)

CD.9.B.0K.a.i: Identify helper jobs that are available in the classroom. (DOK Level – 1)

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)

	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 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 and preventing or solving problems.
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.

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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	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:

Why do people need to learn how to play and work with other people?
Why do people need to be helpers at home and at school?

Unit Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group to complete a puzzle.
The student will identify at least two ways he/she is a helper at home and at school.
The student will identify at least one classroom helper job.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X___ Indirect (Problem Solving)
_X___ Experiential (Games, Role Playing)
_____ Independent Study
_X___ Interactive Instruction (Role Playing, Discussion)

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.
The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.

Brief Summary of Unit:
Students will learn about working in groups to achieve a goal by completing a puzzle using cooperation skills. Students will discuss helping at home and at school, and will identify the feelings they have when they are helpful.

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 have some previous knowledge of cooperation skills such as sharing, turn-taking, encouraging others; ability to put puzzles together.
Vocabulary: cooperation/cooperate

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Unit #1 Title: Working Together

Lesson Title: Cooperative Puzzles **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: Flexible (20-30 minutes)

Missouri Comprehensive Guidance and Counseling Domain:
CD.9: Applying Skills for Career Readiness and Success

Grade Level Standard (GLS):
CD.9.A.0K.a.i: Identify personal and ethical skills needed to work cooperatively with others in a group at school.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4
Puzzle: 1 puzzle for every 4 students

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 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 and preventing or solving problems.
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.

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	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group and by identifying skills used to complete a puzzle.

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 use participate in the cooperative task and be assessed through observation.

Lesson Preparation

Essential Questions:
Why do you need to learn how to play and to work with other people?
What does it look like when a group is working cooperatively?

Engagement (Hook):
The counselor enters the classroom with puzzles in bags, and asks, "Who likes puzzles?" The counselor hands 3 of the puzzle bags to 3 students. Stops and says, "Oops! I don't have enough puzzles for everyone to have his or her own puzzle. I want everyone to work on a puzzle during our Lesson. What shall I do?" The counselor says, "Hold up your hand if you have a solution for me." (Encourage and accept several responses and guide to share.)

Procedures

Instructor Procedures/Instructional Strategies:	**Student Response/Instructional Activities:**
1. When students agree on solution (sharing, working in small groups), assign students to cooperative work groups.	1. Students go to assigned groups.
2. Counselor gives each group one of the puzzles, and instructs the group by role play how to work cooperatively such as turn-taking; sharing; listening; patience; and using kind words.	2. Students will listen and observe.
3. Counselor circulates around the room	3. Students work together to complete their

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observing group interactions for examples of cooperative skills. Counselor makes positive comments to reinforce desired behavior. If conflicts or inappropriate interactions occur, counselor encourages students to solve the problem independently, intervening only if conflict seems to escalate.	group's puzzle using cooperative skills. (Some of the group work would include putting the puzzle away.)
4. When group puzzles are completed, say/ask: "You helped your group be successful. 'Thumbs up' if you are proud of your work. What cooperative skills did your group find important in this activity?"	4. Students contribute ideas (such as sharing, turn-taking, patience, using kind words).
5. Summarize the lesson and close.	5. Students share closing thoughts.

Teacher Follow-Up Activities

Teacher can relate the cooperative skills discussed (turn-taking; sharing; caring; using kind words; listening; patience) to other class activities that utilize teamwork such as helping others and cleaning up after activities. Keep the classroom a place everyone can learn safely.

Counselor reflection notes

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Unit #1 Title: Working Together

Lesson Title: Helping Others **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: Flexible (20-40 min.)

Missouri Comprehensive Guidance and Counseling Domain:
CD.9 Applying Skills for College and Career Readiness and Success

Grade Level Standard (GLS):
CD.9.B.0K.a.i: Identify helper jobs that are available in the classroom.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include activity sheets and/or resources)

A story or book about helping (e.g. Berenstain Bears: Lend a Helping Hand Book)

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

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance

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X	Respect	X	Helping others		

Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group to complete a puzzle.
The student will tell the group at least two classroom helper jobs.

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 tell the names of the classroom helper jobs.

Lesson Preparation

Essential Questions:

How does being a helping person make our home and our school better?
What does it look, sound and feel like to be a helping person at home and at school?

Engagement (Hook):

Counselor introduces a puppet friend who has helped picked out a book to read to the class. The counselor will then ask the class for a student helper to turn the pages of the book while the puppet "reads" the book.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor reads the book (via the puppet) to the children asking periodic questions to check for comprehension.	1. Students respond to questions.
2. After reading the book, counselor will say to the students, "I would like each of you to describe one time you were a helper at school and at home. (e.g., in the line, on the bus, on the playground, in the cafeterias, home chores). I would like for each of you to describe one time someone else was helpful to you."	2. Students will describe a time they were helpful and/or someone was helpful to them.
3. The counselor will ask, "How did it feel in your heart when you helped? How did it feel to be helped?"	3. Students will share how they felt helping and being helped.
4. "Our class depends on each of us being helpers. In your classroom, there are jobs	4. Students name classroom jobs and tell why each is important.

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every student takes turns doing. What are those jobs? Why are they important?” 5. The counselor will summarize by encouraging students to be helpers at home and at school.	5. Students will share closing comments.

Teacher Follow-Up Activities

The teacher will continue by reading other books associated with helping. The teacher might emphasize the importance of helpers at school.

Counselor Reflection Notes

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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: Working Together Students will learn about working in groups to achieve a goal by completing a puzzle using group cooperation. Students will learn about helping at home and at school, and will discuss the feelings they have when they have been helpful.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do people need to learn how to play and work with other people?
2. Why do people need to be helpers at home and at school?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will use his/her cooperative skills by working with a group to complete a puzzle.		CD.9.A.0K.a.i: Identify personal and ethical skills needed to work cooperatively with others in a group at school. CD.9.B.0K.a.i: Identify helper jobs that are available in the classroom.		RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.10 RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6 K.G.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 2 DOK Level - 1
2. The student will identify at least two ways he/she is a helper at home and at school.		CD.9.A.0K.a.i CD.9.B.0K.a.i		RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.10 RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1	CD C	DOK Level - 2

				L.K.4 L.K.5 L.K.6		
3. The student will identify at least one classroom helper job.		CD.9.A.0K.a.i CD.9.B.0K.a.i		RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.10 RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6	CD C	DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.

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: Cooperative Puzzles Lesson 2: Helping Others
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Cooperative Puzzles Lesson 2: Helping Others

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

Unit CD9-GrK-Unit1-Working Together, 2 lessons with resources at:

http://www.missouricareereducation.org/project/guidelsn/cd1

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: School Jobs, School Success **Grade Level:** 1

Number of Lessons in Unit: 2

Time required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Silly School vs. Super School
Materials/Special Preparations Required:
Silly School Story and Super School Story

Lesson 2: On-the-Job Skills
Materials/Special Preparations Required:
Classroom job activity sheet
Dry erase board/SMART board/other visual display
Pencil, markers, or crayons

Missouri Comprehensive Guidance and Counseling Domain:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Standard (GLSs):
CD.9.A.01.a.i: Identify and develop personal, ethical, and work habits skills needed for school success. (DOK Level- 3)
CD.9.B.01.a.i: Understand how helper jobs are assigned in the classroom. (DOK Level- 2)

American School Counselor Association (ASCA) National Standard:
Career Development:
B. Students will employ strategies to achieve future career goals with success and satisfaction.

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
	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	6. Participating in formal and informal presentations and discussion of issues and ideas

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do students have jobs in the classroom?
Why is it important for people to do their jobs well?
Why is it important to be hones when doing a job?
Why is it important to finish a job carefully and completely?

Unit Measurable Learning Assessment:

The student will identify three personal, ethical and/or work skills needed for school success.
The student will identify four helper jobs in the classroom by drawing pictures of those jobs.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Compare & Contrast, Guided &Sharing-Reading, Listening, Viewing, Thinking)
__X_Indirect (Reflective Discussion, Concept Formation)
____ Experiential
___Independent study
__X_Interactive Instruction (Brainstorming, Discussion, Cooperative Learning, Problem Solving)

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 demonstrate knowledge of work habits by completing activity sheets and participating in discussion.

Brief Summary of Unit:
Students will learn about classroom jobs and the importance of using effective work habits to be successful at school.

Student Prior Knowledge:
What prior knowledge do students need to be successful in this unit? Students need to have an understanding of the nature of work at school and at home.

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Unit #1 Title: School Jobs, School Success

Lesson Title: Silly School vs. Super School **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.9: Applying Skills for Career Readiness and Success

Grade Level Standard (GLSs):
CD.9.A.01.a.i: Identify and develop personal, ethical, and work habits skills needed for school success.
CD.9.B.01.a.i: Understand how helper jobs are assigned in the classroom.

American School Counselor Association (ASCA) National Standard:
Career Development:
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Silly School Story
Super School Story

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

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will identify three personal, ethical and/or work skills needed for school success.

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.
Observation: Students will participate in discussion by answering questions about personal, ethical, and work habits for school success.

Lesson Preparation

Essential Questions:

Why do students have jobs in the classroom?
Why is it important for people to do their jobs well?

Engagement (Hook): Introduce a puppet named Silly Susie. Explain that Silly Susie is always goofing around and never gets her work done. Do you think your teacher would pick her for an important school job? Why or why not?

Write these words on the board:

Personal Skills **Ethical Skills** **Work Habits**

Does anyone know what these words mean? Explain. The skills on the board are important skills for students or people to have when they are doing their work or job.

Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.

Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.

Work Habit Skills are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Before the counselor reads the story, the counselor will say, “Silly Susie used to go to school at Silly School. Listen to what the school was like.” The instructor reads the Silly School story.	1. Students listen to the story.
2. The counselor says, “What did you notice about the students at the Silly School?	2. Students respond…(Possible answers: The students were not responsible and respectful. The students didn’t listen. They

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	didn't do their work neatly or on time.
3. The counselor says, "Were the students at Silly School practicing the three skills (personal, ethical, work habit) on the board? How do you know?"	3. Students respond with rationale, e.g., no because the students were unkind, didn't get their work done, and they were not responsible.
4. Before reading the second story, the counselor says, "One day Silly Susie's parents decided to move to a new school named Super School. Listen to what this school was like." The instructor reads the story.	4. Students listen to the story.
5. The counselor says, "What was different about this school? How were the students different?"	5. Students respond. (Possible answers: The students were friendly. Everyone at Super School got their work done. The students listened to the teacher. They played together nicely and the students were honest.)
6. The counselor asks, "Which school do you think has students who were more successful? Why?	6. The students respond and providing rationale for responses.
7. The counselor continues by saying, "Let's think about our classroom. Which school do you think the students in our classroom are more like?"	7. The students respond. Hopefully the students will respond with Super School. Compare differences in the classroom when the students are more like Silly School/Super School.
8. The counselor asks, "What classroom jobs or responsibilities do you have?" List a few on the board.	8. Students share ideas of classroom jobs and responsibilities.
9. The counselor reviews personal, ethical and work habit skills and how those skills help students perform their jobs like students in "Super School" before ending the lesson.	9. Students participate in the review by defining personal skills, ethical skills, and work habit skills and describing how using those skills help the classroom be a Super School Classroom.

Teacher Follow-Up Activities

The teacher will review the student jobs in the classroom and why they are important. The teacher will also share how they assign the jobs throughout the year.

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Counselor reflection notes (completed after the lesson)

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Silly School Story

Once upon a time, there was a school that was not so great. It was called Silly School. The students at Silly School were not very good about following the rules and they made a lot of mistakes.

Students at Silly School did not do their best work, and they did not finish their work on time. They were not proud of the work they did, but they were too lazy to try very hard. The teachers wanted to be able to tell them they were doing a good job, but that was not the truth. They also did not get good grades because their work was sloppy and usually was not turned in on time.

Silly School's students did not treat each other with kindness and respect. They did not keep their promises, and never helped each other. They did not care about helping to keep their classroom and their school looking good, so everything looked messy. They did not keep track of their own books, pencils, backpacks, coats, and lunch money. They usually did not have the things they needed to do their work well. The students liked the teachers, secretaries, custodians, cooks, and principal. But they were not helpful to them. Whenever they had a helper job, they were sloppy and did not do their best work or finish the job on time. Some of the jobs never got done.

The teachers at Silly School could not count on the students to follow the rules and do the right thing, and the students could not count on each other for help. The students did not care about Silly School; most of them were absent a lot because they did not care about being there every day, and they did not care about learning very much.

Would you be able to learn at Silly School?

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Super School Story

Once upon a time, there was a school that was so great it was called Super School. All of the students tried their best to follow the rules and do everything right.

Students at Super School did their best work, and finished their work on time. They were proud of their work, and the teachers told them they were doing a good job. They also got very good grades.

Super School's students were respectful and kind. They kept their promises, and helped each other. They did their best to help keep their classroom and their school looking good. They kept track of their own books, pencils, backpacks, coats, and lunch money. The students loved to help the teachers, secretaries, custodians, cooks, and principal. Whenever they had a helper job, they made sure to do their best work and to finish the job on time.

The teachers at Super School trusted the students, and the students trusted each other. The students loved Super School so much; all of them had perfect attendance because they wanted to be there every day and learn as much as possible.

Would you be able to learn at Super School?

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Unit #1 Title: School Jobs, School Success

Lesson Title: On-the-Job Skills **Lesson:** 2 of 2

Grade Level: 1

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.01.a.i: Identify and develop personal, ethical, and work habits skills needed for school success.
CD.9.B.01.a.i: Understand how helper jobs are assigned in the classroom.

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

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Classroom Job Activity Sheet
Dry erase board/SMART board/other visual display
Pencil, markers or crayons to complete the 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
	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 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	6. Participating in formal and informal presentations and discussion of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will identify three personal, ethical and/or work skills needed for school success.
The student will identify four helper jobs in the classroom by drawing pictures of those jobs.

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 verbally will list personal, ethical and work habit skills needed for classroom jobs during discussion.
Students will draw pictures of helper jobs in the classroom.

Lesson Preparation

Essential Questions:

1. Why is it important to be honest when doing a job in the classroom?
2. Why is it important to complete a job on time in the classroom?
3. Why is it important to do careful and thorough work when completing a classroom job?

Engagement (Hook): Counselor will refer to dry erase board/SMART board/other visual display, or previously prepared poster boards, with the information listed under counselor directions #1 (Personal, Ethical, and Work Habit Skills). Counselor brings uses Silly Susie puppet that students met during Lesson 1. Susie helps review (referring to dry erase board/SMART board/other visual display). "Is Susie still silly? What is a word that better describes her?" (helpful Susie, honest Susie, organized Susie).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. The counselor will refer to the job skills information presented. Review each skill. **Personal skills:** helpful, friendly, kind, caring, good listener, and compassion. **Ethical skills:** honesty, doing the right thing, doing your own work (when working independently) and doing your best work. **Work habit skills:** neat, organized, completing work and getting work done on time.	1. Students participate in the review by giving examples of the three skills.

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2. The counselor gives the students a *Classroom Jobs* Activity Sheet with the instructions, and says, "I want you to write or draw four jobs that students are assigned in your classroom. These are jobs that help your classroom be more like a Super School. (This refers to the story "Super School" which is provided in lesson one of this unit.)	2. Students complete the activity sheet (Sample classroom jobs could be drawn: Line Leader, Paper Passer, Board Eraser, Book Organizer, Trash Person or Errand Runner)
3. Once the sheet has been completed the counselor asks students to move into a "Job Sharing Circle." The counselor will write the classroom jobs listed on the board.	3. The students move into the circle and share one idea from their sheet.
4. After the classroom jobs have been identified the counselor selects one of the jobs and asks the students to describe the importance of personal, ethical and work habit skills related to that job. ***Example: Line Leader Classroom Job:*** *Personal Skills needed:* Good leader, polite, good listener friendly and respect for others. *Ethical Skills needed:* Responsible and good role model and quiet in line *Work Habits needed*: Travel quickly from one place to another. Faces forward when leading, Give examples from one or two other jobs if time permits.	4. Students give ideas for the three skills related to the classroom job.
5. Review the importance of classroom jobs and the importance of personal, ethical and work habits when performing classroom jobs.	5. Students share ideas during the review.

Teacher Follow-Up Activities

The teacher asks students to share a job they think they would be good at and why they think they would be good at that job.

Counselor reflection notes (completed after the lesson)

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CLASSROOM JOBS

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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: School Jobs, School Success Students will learn about classroom jobs and the importance of using effective work habits to be successful at school.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do students have jobs in the classroom?
2. Why is it important for people to do their jobs well?
3. Why is it important to be honest when doing a job?
4. Why is it important to complete a job on time?
5. Why is it important to finish a job carefully and completely?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify three personal, ethical, and/or work skills needed for school success.		CD.9.A.01.a.i: Identify and develop personal, ethical, and work habits skills needed for school success. CD.9.B.01.a.i: Understand how helper jobs are assigned in the classroom.		RF.1.2 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level - 2 DOK Level - 2 DOK Level - 1
2. Students will identify four helper jobs in the classroom by drawing pictures of those jobs.		CD.9.A.01.a.i CD.9.B.01.a.i		RF.1.2 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6	CD B	DOK Level - 2 DOK Level - 2 DOK Level - 1

ASSESSMENT DESCRIPTIONS*:
Performance Task: Students will demonstrate knowledge of work habits by completing activity sheets and participating in discussion.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: Silly School vs. Super School Lesson 2: On-the-Job Skills
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: Silly School vs. Super School Lesson 2: On-the-Job Skills

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

UNIT RESOURCES: (include internet addresses for linking)

Unit CD9-Gr1-Unit1, 2 lessons with resources at:

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr1-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr1-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: Personal Job Skills **Grade Level:** 2

Number of Lessons in Unit: 2

Time required for each lesson: 30 minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson 1: School Success

Materials/Special Preparations Required:

I Am Wonderful poem written by A. Moffatt
Activity Sheet *Personal Skills for School Success* (one copy for each student)
Crayons, pencils, markers

Lesson 2: My School Job

Materials/Special Preparations Required:

Classroom Helper Job Application Activity Sheet
Dry erase board/SMART board/other visual display
Blank pieces of paper for several small groups

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLS):

CD.9.A.02.a.i: Identify personal, ethical, and work habit skills needed for workers in the community. (DOK Level-2)

CD.9.B.02.a.i: Identify and apply the steps to obtain helper jobs within the classroom. (DOK Level-3)

American School Counselor Association (ASCA) National Standard:

Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

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 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

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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	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:

Why do people need good work habits?
Why is honesty important at work and at school?
What makes a good helper?

Unit Measurable Learning Assessment:

The student will identify three skills he/she models in the three skill areas: personal, ethical, and work habits.
The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.

Unit Instructional Strategies/Instructional Activities:

___X_ Direct (Compare & Contrast, Guided & Sharing-Reading, Listening, Viewing, Thinking)
___X_Indirect (Concept Formation)
___X_ Experiential (Surveys, Simulations)
_____Independent study
___X_Interactive Instruction (Brainstorming, Discussion)

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 demonstrate knowledge of personal, ethical, and work habit skills for school success by completing the activity sheet.

Brief Summary of Unit:
This unit reviews basic skills in the areas of personal, ethical, and work habits. Students then compare those skills to school and job success.

Student Prior Knowledge:
What prior knowledge do students need to be successful in this unit?
Students will need previous knowledge of personal, ethical and work habit skills.

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Unit #1 Title: Personal Job Skills

Lesson Title: School Success **Lesson:** 1 of 2

Grade Level: 2

Length of lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Standard (GLS):
CD.9.A.02.a.i: Identify personal, ethical, and work habit skills needed for workers in the community.

American School Counselor Association (ASCA) National Standard:
Career Development
B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Poem *I Am Wonderful!* written by Annie Moffatt
Activity Sheet *Personal Skills for School Success* (one copy for each child)
Crayons, pencils, 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
X	Goal 2: Communicate effectively within and beyond the classroom 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

Lesson Measurable Learning Objectives

The student will identify three skills he/she models in each of the three skill areas: personal, ethical, and work habits.

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 knowledge of personal, ethical, and work habit skills by indicating personal, ethical and work habit skills on an activity sheet.

Lesson Preparation

Essential Questions:
Why do people need good work habits?
Why is honesty important at work and at school?

Engagement: (Hook)
The instructor will read the poem *I Am Wonderful!* and act it out.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor says, "I am going to read a poem called, *I Am Wonderful!* - Watch me as I act it out."	1. Children listen and watch.
2. Counselor reads the poem aloud, and teaches students how to act it out.	2. Students watches and acts it out with counselor.
3. The counselor continues by saying, "I am going to say it again, this time you say with me."	3. Students attempt to say the poem and act it out.
4. The counselor says, "This poem is about ***Personal, Ethical and Work Habit Skills.*** Personal, ethical, and work habit skills are very important every day. Let's say the poem together again."	4. Students say the poem and act it out.
5. The counselor continues with the discussion by saying, "These are skills that help you to be successful in school or on the job. We've talked a lot about personal skills…Do you know what ethical skills are? Do you know what work habit	5. Students give examples of ethical work habit skills (honesty, doing your own work, showing up on time) and positive work habit skills (being organized, completing work, neat work).

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skills are? Instructor writes the terms on the board and continues leading discussion with student examples. Review these skills if they are not shared during the discussion: **Personal Skills** are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion. **Ethical Skills** are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work. **Work Habit Skills** are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.	
6. Counselor says, "Now we are going to do an activity sheet about personal, ethical and positive work habit skills. We will do the activity sheet together.	6. Students complete activity sheets.
7. The counselor facilitates discussion of each type of skill as students complete activity sheet as a group. For example: "Both are personal *choices*. The best answer is capital A because taking a bath and wearing clean clothes' is a part of being healthy. You feel better when you are wearing clean clothes, too. "Wearing clean clothes" is a Personal Skill that will help you do better in school because you will look and feel better. If you did not mark capital A, erase the mark you made and make a new mark after capital A "Taking a bath and wearing clean clothes". Then put your pencil down.	7. Students will participate in discussion as they complete activity sheet as a group.
8. The counselor reads directions aloud for Part 2 and reviews responses with the class. Correct answers will be discussed.	8. Students continue to complete the activity sheet and discuss answer with the counselor and rest of the class.
9. In closing, the counselor shares that during the	9. Students share closing comments.

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next guidance lesson the class will be discussing classroom jobs.	

Teacher Follow-Up Activities

The teacher can write the words Personal, Ethical and Positive Work Habits on the chalkboard. Have students make a list of three skills they model in the three skill areas.

Counselor reflection notes

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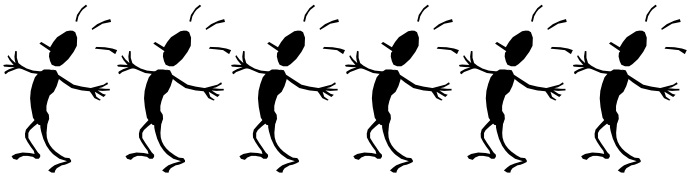
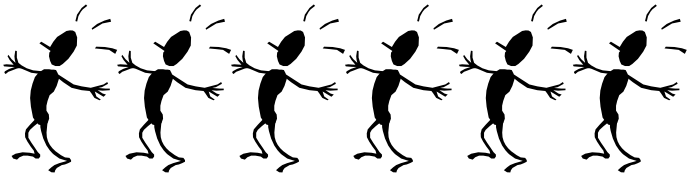


I Am Wonderful!
By Annie Moffatt and Friends

I am…
Smart
Happy
Healthy
Snappy!
(Snap fingers three times.)

I am…
Learning
Sharing
Helping
Caring!
(Cross hands over your heart.)

I am …
Honest
Thoughtful
Tidy
Wonderful!
(Make W's with both hands-first 3 fingers and use that to accentuate each syllable of wonderful.)



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Activity Sheet

Name_____

Personal, Ethical and Work Habit Skills For School Success

Part 1:

Mark an X by the ***PERSONAL, ETHICAL AND WORK HABIT SKILLS*** that will help you be successful in school. Choose the best one on each row.

Part 2:

Once you have completed the checklist go back over the list together with your teacher and classmates and indicate whether the skills are Personal Skills (P), Ethical Skills (E) and Work Habit Skills (WH). Discuss your answers. (Some Personal, Ethical and Work Habit skills may overlap.)

P, E, WH	Skills	Skills	P, E, WH
	A. Taking a bath and wearing clean clothes	a. Wearing dirty clothes.	
	B. Shouting out your thoughts.	b. Waiting your turn to speak.	
	C. Not listening to others talk.	c. Listening to others talk.	
	D. Looking at others when they speak.	d. Not looking at others when they speak.	
	E. Copying another person's work.	e. Doing your own work.	
	F. Asking questions when you don't understand your schoolwork.	f. Not understanding and sitting quietly in class.	
	G. Being bossy.	g. Asking how you can help.	
	H. Washing my hands.	h. Not washing my hands.	
	I. Completing your work on time.	i. Turning your work in late.	
	J. Not brushing my teeth.	j. Brushing my teeth.	
	K. Cheating on a test.	k. Studying for a test with a friend.	
	L. Organizing your work.	l. Having a messy desk.	
	M. Being respectful to others.	m. Being rude to others.	
	N. Keeping a promise.	n. Breaking a promise.	
	O. Using someone's markers without permission.	o. Asking if you can borrow someone's pencil.	

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Unit #1 Title: Personal Job Skills

Lesson Title: My School Job **Lesson:** 2 of 2

Grade Level: 2

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 (GLS):
CD.9.B.02.a.i: Identify and apply the steps to obtain helper jobs within the classroom.

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

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Activity Sheet: *Classroom Helper Job Application* (one copy for each student)
Dry erase board/SMART board/other visual display
Blank pieces of paper for several small groups

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

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

Lesson Measurable Learning Objectives:

The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.

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 students will complete a job application using their knowledge of personal, ethical and work habit skills.

Lesson Preparation

Essential Questions:
What makes a good helper?

Engagement: (Hook) Counselor and another adult staff member engage in a role playing situation to show the differences between appropriate interviewing behavior and behavior that will not lead to being hired.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor engages in a brainstorming activity in which classroom jobs are written on the dry erase board/SMART board/other visual display. The instructor will erase one of the jobs and discuss what would happen if someone quit and there was one else to do that job. What would the consequences for the classroom be?	1. The students brainstorm, listing classroom jobs such as: line leader, board eraser, paper passer, etc.
2. The counselor divides the class into small groups. Group roles are reviewed and assigned.	2. Students move into groups and participate in review of group roles.
3. The counselor assigns each group one of the classroom jobs from the brainstormed list on the board. The students are asked to come up with personal and work habit skills that would be important to have when assigned this job.	3. The recorder is assigned to write down group answers on a blank piece of paper.
4. The counselor gives the class time to work and informs them that they will be sharing their ideas.	4. A group leader is asked to share the ideas for each job that the group came up with.

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5. The counselor will hand out the *Classroom Helper Job Application* Activity Sheet and instruct the students to apply for one of the jobs listed on the board by completing the application.	5. Students will use their knowledge about personal, ethical and work habit skills to complete the *Classroom Helper Job Application* Activity Sheet.

Teacher Follow-Up Activities

The students turn in their job application to the teacher. The teacher reviews the job applications and gives feedback to the student. The teacher may want to assign jobs related to personal skills of the students.

Counselor reflection notes

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Classroom Helper Job

2nd Grade Job Application

First Name_____

Last Name_____

Age_____ Grade_____ Date_____

Teacher's Name_____

I would like to do these classroom jobs: _____

_____

I want to be a helper because _____

_____

_____

I would be a good helper because _____

_____

_____

Circle your qualities:

Honest	Responsible	Reliable
Neat	Clean	Helpful
Follows Rules	Good Listener	Kind

Teacher Use Only

_____

_____

_____

_____

_____

_____

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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: Personal Job Skills This unit reviews basic skills in the areas of personal, ethical, and work habits. Students then compare those skills to school and job success.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do people need good work habits?
2. Why is honesty important at work and at school?
3. What makes a good helper?

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 three skills he/she models in the three skill areas: personal, ethical, and work habits.		CD.9.A.02.a.i: Identify personal, ethical, and work habit skills needed for workers in the community. CD.9.B.02.a.i: Identify and apply the steps to obtain helper jobs within the classroom.		RF.2.3 SL.2.1 SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level-2 DOK Level-3
2. The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.		CD.9.A.02.a.i: CD.9.B.02.a.i:		RF.2.3 SL.2.1 SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD B	DOK Level-2 DOK Level-3

ASSESSMENT DESCRIPTIONS*:
Students will demonstrate knowledge of personal, ethical, and work habit skills for school success by completing activity sheet

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	**See:** Lesson 1: School Success Lesson 2: My School Job
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	**See:** Lesson 1: School Success Lesson 2: My School Job

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

Unit CD9-Gr2-Unit1-Personal Job Skills, 2 lessons with resources at:

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr2-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr2-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: Skills for Success **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson # 1: Getting Ready for Success, Part 1

Materials/Special Preparations Required:

Personal, Ethical, and Work Habit Skills Activity Sheet: Copy and cut skills into strips for each student.

3 Large pieces of paper – 1 titled "Personal Skills", 1 titled "Ethical Skills", and 1 titled "Work Habit Skills"

Resource 1: Missouri Mule Poem

Lesson # 2: Getting Ready for Success, Part 2

Materials/Special Preparations Required:

Personal, Ethical, and Work Habit Skills Activity Sheet: Copy for each group of four students (cut into strips prior to lesson)

Large Venn diagrams for each group

Tape for each group

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLSs):

CD.9.A.03.a.i: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community. (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 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 or presentation
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

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	1. Explain reasoning and identify information used to support decisions

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	
	Fine Arts	

Unit Essential Questions:

How are skills related to success?

Unit Measurable Learning Objective:

The students will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.

Unit Instructional Strategies/Instructional Activities:

__X_ Direct (Compare and Contrast, Guided and Sharing-reading, listening, viewing)
__X_ Indirect (Concept Mapping)
_____ Experiential
_____ Independent study (Research Project)
__X_ Interactive Instruction (Peer Partner Learning, Discussion)

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 categorize skills into group areas of: personal skills, ethical skills, and work habits, and then create a Venn diagram depicting the comparison between skills needed for school success and job success of workers in the community.

Brief Summary of Unit:
Students review basic skill areas and practice categorizing specific skills in the areas of personal skills, ethical skills, and work habit skills. Students then compare those skills to school and job success.

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

What does success mean? Students need knowledge of skills important for school success.

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Unit #1 Title: Skills for Success

Lesson Title: Getting Ready for Success, Part 1 **Lesson:** 1 of 2

Grade Level: 3

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.03.a.i: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.

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 and Resources (include activity sheets or supporting resources)

Personal, Ethical, and Work Habit Skills Activity Sheet: Copy and cut skills into strips for each student.
3 Large pieces of paper – 1 titled "Personal Skills", 1 titled "Ethical Skills", and 1 titled "Work Habit Skills"
Resource 1: Missouri Mule Poem

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 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
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Creativity		

Lesson Measurable Learning Objectives

The student will categorize personal skills, ethical skills, and work habit skills.

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 verbally respond to the following questions: Which category does each skill fall into? Do skills fall into more than one category?

Lesson Preparation

Essential Questions: How are skills related to success?
Engagement: (Hook)
Read the *Missouri Mule* poem aloud – Discuss the personal, ethical, and work habit skills (or lack thereof) that the mule exhibits. In the discussion of the mule's skills, identify the personal skill then hold up the personal skills sign and hang in one area of the room. Do the same procedure with the other two skills.

Review what personal, ethical and work habit skills are:
Personal Skills are skills about how a person treats themselves or others.
Ethical Skills are skills a person uses when doing the right/wrong thing in different situations.
Work Habit Skills are skills a person uses to complete an assignment/job.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**:
1. Counselor says, "I have listed some personal, ethical, and work habit skills on slips of paper. Each of the skills will fit into at least one of the categories on the signs: Personal Skills, Ethical Skills or Work Habit Skills. You will each draw out one of the slips of paper. When I say "Show Me", walk to the appropriate section of the room where your work skill would belong."	1. Students take a slip of paper, and upon hearing the "Show Me" command they move to the appropriate area of the room.

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2. Proceed to one of the areas and choose a student to read the skill on his/her slip of paper and explain why he/she went to that area of the room.	2. Student reads his/her skill and gives the reason he/she went to that area.
3. Ask if that skill could also go in another area.	3. Student identifies other areas that the skill could fit into, and their rationale.
4. Follow same routine until all students have shared.	4. Students follow same response procedure.
5. Close the lesson by having the students rewrite the *"Missouri Mule"* poem or by writing a poem of their own using the positive Personal Skills, Ethical Skills, and Work Habit Skills shared during the lesson.	5. Students share their poem.

Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal Skills, Ethical Skills, and Work Habit Skills to the work students do in the classroom.

Counselor reflection notes

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Activity Sheet 1

Personal Skills, Ethical Skills, and Work Habit Skills

Please Note: Skills will likely fit into more than one category.

Personal Skills	Ethical Skills	Work Habit Skills
Cooperation – getting along	Integrity – doing the right thing	Self-advocacy – standing up for what you believe in
Mind your own business	Honesty – telling the truth	Assertiveness – saying what you believe in
Watch out for others	Loyalty – being true to your friends	Punctuality – being on time
Clean Bodies	Apologize for mistakes	Team Work
Clean Clothes	Consideration of others	Perseverance – sticking with something until you get it done
Listening	Respectful of other people's property	Good Attendance
Helpfulness	Respectful of self	Giving Your Best Effort
Participating	Respectful of others	Communication
Willing to learn new things	Truthfulness	Neatness
Sense of humor	Kindness	Meeting Deadlines
Good sport	Trustworthiness – can be trusted	Fully Completing Work
Positive attitude		Learning From Mistakes
Keep your hands to yourself		
Kind words		
If you can't say something nice, don't say anything at all.		

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Resource 1

Missouri Mule Poem

There once was a mule in a field,
His stubbornness was his shield.
He kicked and he fussed,
He rolled in the dust.
So his unhappy fate was sealed.

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Unit #1 Title: Skills for Success

Lesson Title: Getting Ready for Success, Part 2 **Lesson** 2 of 2

Grade Level: 3

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.03.a.i: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.

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)

Personal, Ethical, and Work Habit Skills Activity Sheet: Copy for each group of four students—(cut into strips prior to lesson)
Large Venn diagrams for each group
Tape for each group

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 (including charts, graphs, outlines) for analysis or presentation
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

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	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.

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 categorize personal skills, ethical skills, and work habit skills needed for success in work and school by completing a Venn diagram.

Lesson Preparation

Essential Questions:
How are skills related to success?

Engagement: (Hook)
Review of poem and activity from previous session.

Personal Skills are skills about how a person treats themselves or others.
Ethical Skills are skills a person uses when doing the right/wrong thing in different situations.
Work Habit Skills are skills a person uses to complete an assignment/job.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into groups of 4 and hand out Venn diagram, skill strips, and tape to each group. (Venn diagram has two overlapping circles, one labeled school success skills and the other labeled community worker skills).	1. Students get into their groups.
2. Instruct students to tape each skill strip in the appropriate category on the Venn diagram.	2. Students tape skill strips in the appropriate category.
3. Teacher asks the group to nominate a spokesperson for the group. That person will give a report summarizing their finished Venn diagram.	3. Within each group, a spokesperson is nominated and that person gives a report summarizing their Venn diagram.

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Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal skills, Ethical skills, and Work Habit skills to the work students do in the classroom.

Counselor reflection notes

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Activity Sheet 1

Personal, Ethical, and Work Habit Skills

Please Note: Skills will likely fit into more than one category.

Personal Skills	Ethical Skills	Work Habit Skills
Cooperation – getting along	Integrity – doing the right thing	Self-advocacy – standing up for what you believe in
Mind your own business	Honesty – telling the truth	Assertiveness – saying what you believe in
Watch out for others	Loyalty – being true to your friends	Punctuality – being on time
Clean Bodies	Apologize for mistakes	Team Work
Clean Clothes	Consideration of others	Perseverance – sticking with something until you get it done
Listening	Respectful of other people's property	Good Attendance
Helpfulness	Respectful of self	Giving Your Best Effort
Participating	Respectful of others	Communication
Willing to learn new things	Truthfulness	Neatness
Sense of humor	Kindness	Meeting Deadlines
Good sport	Trustworthiness – can be trusted	Fully Completing Work
Positive attitude		Learning From Mistakes
Keep your hands to yourself		
Kind words		
If you can't say something nice, don't say anything at all.		

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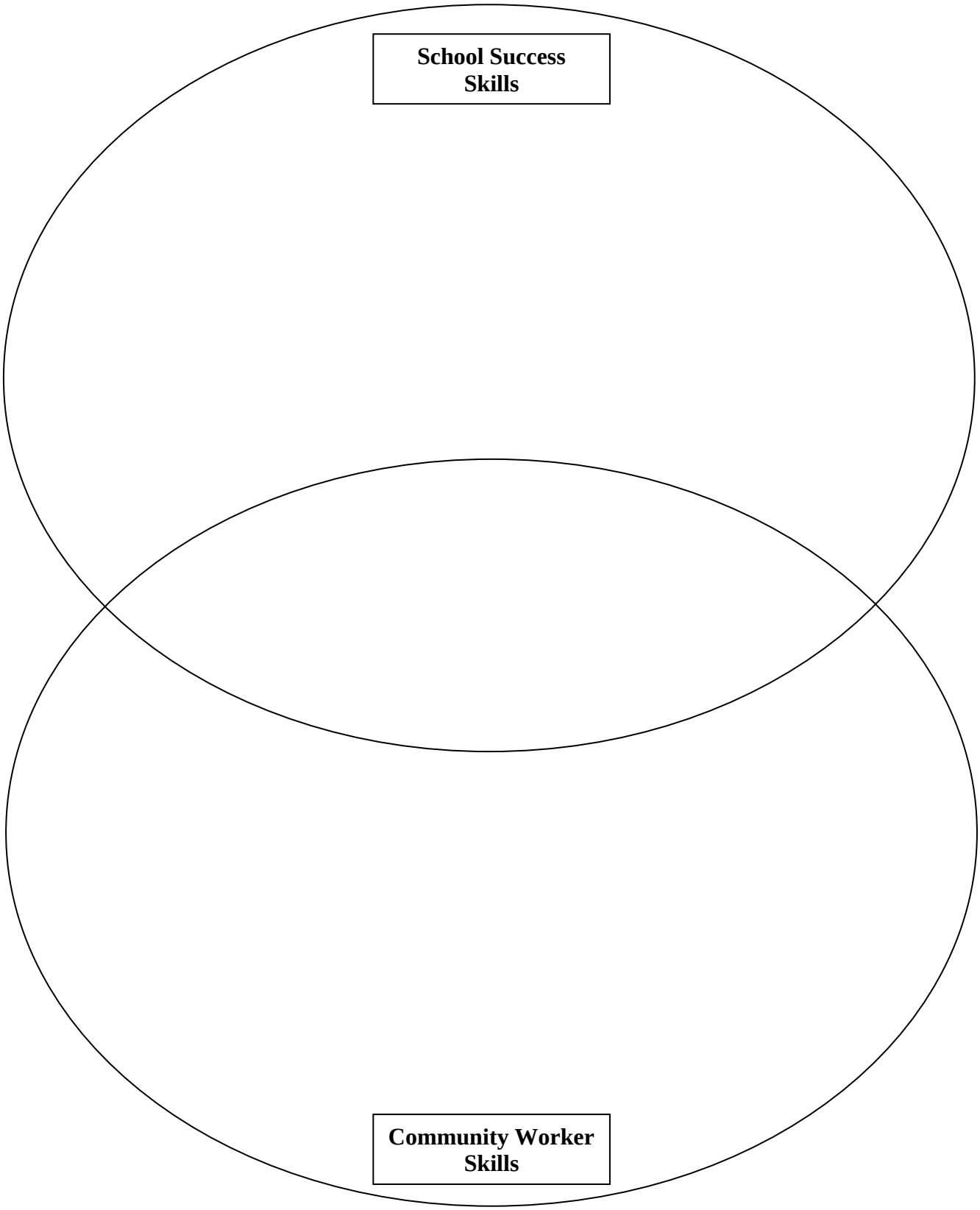
Venn diagram



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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: Skills for Success Students review basic skill areas and practice categorizing specific skills in the areas of personal skills, ethical skills, and work habit skills. Students then compare those skills to school and job success.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes per lesson

ESSENTIAL QUESTIONS:

1. How are skills related to success?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLSs	PS	CCSS	OTHER ASCA	DOK
1. The student will categorize personal skills, ethical skills, and work habits skills.		CD.9.A.03.a.i Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.		RF.3.3 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.4 L.3.5 L.3.6 1.MD.4	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level-2
2. The student will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.		CD.9.A.03.a.i		RF.3.3 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.4 L.3.5 L.3.6 1.MD.4	CD C	DOK Level-2

ASSESSMENT DESCRIPTIONS*:

Students categorize skills into group areas of personal skills, ethical skills, and work habits and then create a Venn diagram depicting the comparison between skills needed for school success and job success of workers in the community.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: Getting Ready for Success, Part 1 Lesson 2: Getting Ready for Success, Part 2
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: Getting Ready for Success, Part 1 Lesson 2: Getting Ready for Success, Part 2

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls. 1, 2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation __x___ Concept Mapping (Ls. 2) _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming __x___ Peer Partner Learning (Ls. 1, 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/CD9-Gr3-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr3-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: Worker in our School Community **Grade Level:** 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 – 45 minutes

NOTE: This Unit includes a job shadowing experience with a worker in the school. The time required for the shadowing experience is not included in the time estimates.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Me and My Job Shadow, Part 1

Materials/Special Preparations Required:

Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job

Paper and writing materials for students to take notes

Activity Sheet: *School Job Ranking*

Lesson 2: Me and My Job Shadow, Part 2

Materials/Special Preparations Required:

Student rankings of helper roles and paragraph summary from Lesson 1

Paper, highlighters, colored pencils, or crayons.

Activity Sheet: *Job Skills*

Activity Sheet: *School Job Ranking* (completed during Lesson 1)

Lesson 3: Me and My Job Shadow, Part 3

Materials/Special Preparations Required:

Prior to this lesson, students will have had an opportunity to job shadow a school employee

Paper for thank you notes, pencils, crayons, and markers

Activity Sheet: *Thank you*

Activity Sheet: *Job Shadow Reflection*

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLSs):

CD.9.B.03.a.i: Identify and apply the steps to obtain helper jobs within the school. (DOK Level- 3)

American School Counselor Association (ASCA) National Standard:

Career Development

B: Students will employ strategies to achieve future career goals with success and satisfaction.

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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 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. 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	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	

Unit Essential Questions:

Why is it important to develop skills to obtain jobs?

Unit Measurable Learning Objective:

The student will identify five skills needed to perform helper jobs within the school system.
The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.
The student will write a rationale describing possible jobs to shadow.
The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Compare and Contrast, Demonstrations, Guided & Shared)
_X_ Indirect (Inquiry, Writing to Inform, Concept Formation)
_X_ Experiential (Field Observations)
_X_ Independent study (Homework)
____ Interactive Instruction

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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 identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.

Brief Summary of Unit:

Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.

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

Every job is important and requires basic skills. Students need to know basic work skills to be successful in school and work.

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Unit #2 Title: Workers in Our School Community

Lesson Title: Me and My Job Shadow, Part 1 **Lesson** 1 of 3

Grade Level: 3

Time Required: 30-45 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.03.a.i: Identify and apply the steps to obtain helper jobs within the school.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job.
Paper and writing materials for students to take notes.
Activity Sheet: *School Job Ranking*

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 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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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		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify five skills needed to perform helper jobs within the school system.
The student will write a rationale describing possible jobs to shadow.

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 identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.

Lesson Preparation

Essential Questions:
Why is it important to develop skills to obtain jobs?

Engagement: (Hook)
Turn off the lights and turn on a flashlight. Ask a student to hold the flashlight and shine it on the wall. Use your hands to make shadows in front of the flashlight to reflect on the wall. Ask the students: What is this? What is a shadow? What does a shadow do?
Let some of the students make shadow in front of the flashlight.

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Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Tell the students that in the coming days, they will possibly have the opportunity to "job shadow" with school personnel of their choice in the near future. Ask students if they know what job shadowing means. Why would it be important for students to job shadow people in the working world? If it's not possible to job shadow individually then the counselor can arrange for small groups or classes to visit different workers in the building (school cook, secretary, custodian, principal, counselor). Explain to the students that today (or this week) they will be listening to several speakers who are members of the school community. These speakers will be discussing the skills necessary for their jobs as well as the tasks they perform on a daily basis.	1. Students will listen to the speakers and take notes on the information.
2. Introduce each speaker to the class and the speaker will talk for the allotted amount of time. (3-5 minutes each). Each speaker will follow this format. Speakers will: • Introduce themselves and share their job title. • Tell some important responsibilities they have with their job. • Tell what school skills they use on the job (reading, writing, math…)	2. Students will listen to the speakers and take notes on the information.
3. After the last speaker, tell the students that between now and the next class session, students need to rank their top three choices and write a paragraph describing their reasons for the choices they made. Develop your own ranking sheet or use the one provided with the lesson *School Job Ranking* Activity Sheet. The students can write their paragraph on the back of the ranking sheet.	3. During the remaining time, students begin ranking their choices and writing about their reasons for making those choices.

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Teacher Follow-Up Activities

Ask the classroom teacher to allow students time to finish ranking job shadowing preferences and their rationale for their choices.

Counselor reflection notes

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Activity Sheet

School Job Ranking Sheet

(Rank your top 3)

_____ Principal

_____ Assistant Principal

_____ Secretary

_____ Custodian

_____ Speech Pathologist

_____ Teacher

_____ Counselor

_____ P.E. Teacher

_____ Media Specialist

_____ Music Teacher

_____ Bus Driver

_____ Art Teacher

_____ _____

_____ _____

_____ _____

_____ _____

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Unit #2 Title: Workers in Our School Community

Lesson Title: Me and My Job Shadow, Part 2 **Lesson** 2 of 3

Grade Level: 3

Time Required: 30-45 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.03.a.i: Identify and apply the steps to obtain helper jobs within the school.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Student rankings of helper roles and paragraph summary from Lesson 1
Paper, highlighters, colored pencils, or crayons.
Job Skills Activity Sheet
School Job Ranking Activity Sheet (completed during Lesson 1)

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 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals n societies

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

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.
The student will write a rationale describing possible jobs to shadow.

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 identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.

Lesson Preparation

Essential Questions:

Why is it important to develop skills to obtain jobs?

Engagement (Hook):

Ask students for feedback and definitions of job shadowing from their experiences in the previous lesson.
Explain the opportunity to job shadow with school personnel of their choice

Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities**:
1. Tell students that today they will use their ranking sheet, and what they wrote about job shadowing from the previous lesson (*School Job Ranking* Activity Sheet completed during Lesson 1). Ask several to explain the rationale for their choices.	1. Students will discuss what they wrote at the end of Lesson 1.
2. Using the *Job Skills* Activity Sheet, instruct the students to select their top 3 choices on the *School Job Ranking Sheet* one member of the school workers and list the skills he or she possesses that would be necessary in the job. Then, instruct	2. Students will create a comparison list.

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students to use their highlighter to mark the skills that the student possesses now on the 3 top ranked jobs.	
3. After completion of the of *Job Skills* activity sheet, instruct the students to identify skills they have in common. Based on this information, re-rank their choices for job shadowing.	3. Students reevaluate their top three choices to make sure they match the skills.
4. Use their choices in assigning job shadow experiences. Students will be assigned to job shadow for 30 minutes in small groups. If that is not possible then the counselor will adapt the lesson as needed.	4. Students will participate in job shadowing when assignments are made.

Teacher Follow-Up Activities

Work with the classroom teacher to schedule some time for the students to job shadow a school worker prior to Lesson 3.

Counselor reflection notes

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Name: _____ Date: _____

Job Skills Activity Sheet

School Worker _____

List skills needed to be successful at this job.

_____

_____

_____

_____

_____

_____

_____

_____

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Unit #2 Title: Workers in Our School Community

Lesson Title: Me and My Job Shadow, Part 3 **Lesson** 3 of 3

Grade Level: 3

Time Required: 30-45 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.03.a.i: Identify and apply the steps to obtain helper jobs within the school.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

Prior to this lesson, students will have had an opportunity to job shadow a school employee
Paper for thank you notes
Pencils, crayons, and markers.
Activity Sheet: *Thank you*
Activity Sheet: *Job Shadow Reflection*

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 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals n societies

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

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		institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

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.
Upon completion of the job shadowing experience, students will write a three paragraph summary of the experience which will include: A description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, the student will compose a thank you note to the person he or she job shadowed.

Lesson Preparation

Essential Questions:
Why is it important to develop skills to obtain jobs?

Engagement: (Hook)
The job shadowing experience will be the engagement for this lesson.

Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Instruct students to complete the *Job Shadow Reflection* activity sheet, a reflection paper about their job shadow experience. Their reflection will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced.	1. Students will complete the activity sheet.
2. Ask the students to share, with a partner, one thing he or she learned during the job	2. Each student will share one thing he or she learned during the job shadowing

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shadowing experience. 3. Ask students to turn to another person and share one skill he or she used during the job shadow experience and/or one skill he or she observed the worker use during the job shadow experience. 4. Students will use the *Thank you* Activity Sheet to write a thank you note to the person he/she job shadowed. 5. Arrange for delivery of thank you notes to the appropriate people by students or you.	experience. 3. Each student will share one skill he or she used or observed during the job shadow experience. 4. Students write thank you notes to the school staff member he or she job shadowed.

Teacher Follow-Up Activities

Work with classroom teacher to allow time for students to deliver thank you notes.

Counselor reflection notes

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Thank You Activity Sheet

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

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Job Shadow Reflection Activity Sheet

I did my job shadowing with _____.
(Name)
She/He is a _____.
(Job title, i.e. school librarian)

I observed _____ perform the following tasks:
(Name)

1._____ (i.e. shelve books)

2._____ (i.e. check out books)

3._____ (i.e. sort books)

For a person to be _____, they would need the
(Name)
following skills:

1._____ (i.e. organization)

2._____ (i.e. cooperation)

3._____ (i.e. communication)

Three of the skills I possess the would make me a successful _____

_____ are:
(job/career student selected to shadow)

1. _____

2._____

3._____

Two of the things I most enjoyed about shadowing _____

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_____ were: _____
(Name of individual the student shadowed)

and _____.

Two things I observed that would be hard for me to perform this career/job

are _____ and _____.

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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: Workers in our School Community Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30-45 minutes per lesson

ESSENTIAL QUESTIONS:

1. Why is it important to develop skills to obtain 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 identify five skills needed to perform helper jobs within the school system.		D.9.B.03.a.i Identify and apply the steps to obtain helper jobs within the school.		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level- 3
2. The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.		D.9.B.03.a.i		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3

3. The student will write a rationale describing possible jobs to shadow.		D.9.B.03.a.i		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3
4. The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.		D.9.B.03.a.i		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3

ASSESSMENT DESCRIPTIONS*:

Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study _____ Interactive Instruction

1 2 3 4	See Lessons: Lesson 1: Me and My Job Shadow, Part 1 Lesson 2: Me and My Job Shadow, Part 2 Lesson 3: Me and My Job Shadow, Part 3
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: Lesson 1: Me and My Job Shadow, Part 1 Lesson 2: Me and My Job Shadow, Part 2 Lesson 3: Me and My Job Shadow, Part 3

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x___ Compare & Contrast (Ls. 2) _____ Didactic Questions __x___ Demonstrations (Ls. 1) __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning __x___ Inquiry (Ls. 1) _____ Reflective Discussion __x___ Writing to Inform (Ls. 1) __x___ Concept Formation (Ls. 1) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging __x___ Field Observations (Ls. 2) _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts __x___ Homework (Ls. 2) _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ 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/CD9-Gr3-Unit2.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr3-Unit2.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: Working Together **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Personal and Ethical Skills

Materials/Special Preparations Required:

- Writing paper and pencils for each student
- Dry erase board/SMART board/other visual display to compile brainstorming ideas
- Chalk or markers as needed

Lesson 2: Going for the Gold!

Materials/Special Preparations Required:

- Large blankets (enough for 1 blanket per 5-7 students)
- Gold medal for each blanket, and one for the counselor
- List of words brainstormed in Lesson 1
- An area with floor space large enough for blankets to be spaced so as to allow groups room to "maneuver" blankets (e.g. gymnasium).
- Masking tape, paper and pencils
- Stop watch

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLSs):

CD.9.A.04.a.i: Demonstrate personal and ethical skills needed to work with diverse groups of people. (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 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

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	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 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes 6. Participating in formal and informal presentations and discussions of issues and ideas
	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:

What communication skills do people need in order to be successful in the world of work?
How do people show respect for others' ideas and differences?

Unit Measurable Learning Objectives:

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.

The student will identify two personal and two ethical skills needed to work with diverse groups of people.

The student will write an essay outlining what he/she learned concerning working with diverse groups, including two or more personal and ethical skills needed to work with a diverse group of people.

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Unit Instructional Strategies/Instructional Activities:

___X_ Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
___X_ Indirect (Writing to Inform)
___X_Experiential (Role-Playing)
____Independent Study
___X_Interactive Instruction (Brainstorming, Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Students' communication and collective problem solving will be reviewed and assessed at the end of the unit through discussion about group activity and essays, which include information about working with a diverse group of people.

Brief Summary of Unit:
Students will show that they can work together with others to reach a common goal through their actions and in a written essay. Students will brainstorm the personal and ethical skills necessary to work with diverse groups of people; they will work together in a diverse group to accomplish a goal and, individually, will reflect on their experiences through a written essay. Students will draw upon the knowledge they gained in the third grade when they compared the skills needed at school with those needed by workers. Fourth grade learning in this Unit will prepare students for the fifth grade experience: applying personal, ethical and work habit skills.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to know how to work in small groups cooperatively and skills needed for success in school and groups.

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Unit 1 Title: Working Together

Lesson Title: Personal and Ethical Skills **Lesson** 1 of 2

Grade Level: 4

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.04.a.i: Demonstrate personal and ethical skills needed to work with diverse groups of people.

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)

Writing paper and pencils for each student
Dry erase board/SMART board/other visual display, and markers as needed

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 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
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

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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	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	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify two personal and two ethical skills needed to work with diverse groups of people.

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 work together and generate a list of skills needed to work with diverse groups of people.

Lesson Preparation

Essential Questions:
What does it look like when someone doesn't respect another person's ideas and differences?
What does it look like when someone does respect another person's ideas and differences?
What communication skills do people need to have to be successful in the world of work?

Engagement (Hook): Select 6 students to stand in front of the class. The counselor will ask, "What does "diverse" mean to you? Is this a diverse group? If so, how is it diverse?" Share how this group is diverse.

Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
NOTE: This is the first of two lessons. In this lesson students will be working individually; in the second lesson students are assigned a group goal requiring them to work in a group.	
1. "What does 'diverse' mean to you?" Write student responses on dry erase	1. Students will brainstorm the meaning of "diversity." Their definitions will

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board/SMART board/other visual display. Tell students, "When we work in groups – we work with people who are similar to and different from us in many ways. We call this 'diversity'. The people in the groups are diverse. For this lesson and the next, we are going to be examining the personal and ethical skills people need in order to accomplish goals through working together. What do you need to do to show respect to and acceptance of other people when working together?" (To stimulate their thinking -- give examples of times when they have or will work in diverse groups.)	represent a broad spectrum of diversity. Diversity of thought, of hairstyle choices, of tastes in music and more.
2. Give each student a sheet of notebook paper. "You have two minutes—write as many skills as you can think of to help you work with diverse groups of people." Challenge students to brainstorm as many ideas as they can. Let them write for about two minutes. (Save list for lesson 2.)	2. Students will write as many skills as they can in two minutes (e.g. listening, taking turns, respect, sharing ideas, accepting ideas). List will be saved for lesson 2.
3. Ask, "How can you respect others' ideas when you are working together in the large group?"	3. Students listen and share ideas for showing respect for classmates' responses (e.g. listen, take turns sharing, accepting different ideas and points of view).
4. Ask students to volunteer to share items they have listed on their paper and write the responses on the chart or chalkboard. Determine which ideas may not work and which ones are most important when working with others.	4. Students volunteer and share responses.
5. Review the definition of Personal and Ethical Skills. "Does anyone know what these words mean?" Explain: "The skills on the board are important skills for students or people to have when they are doing their work or job." • Personal Skills are skills about how a person treats themselves or others. Important personal skills:	5. Students will rethink the personal and ethical skills they identified and asterisk those they believe would be most helpful in a group. They will mark with a "P" the skills they need to practice.

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helpful, friendly, kind, caring, good listener, and compassion. • Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work. "How would each skill work or not work? What skills need to be practiced?" Challenge students on their ideas or set up situations for role-plays.	
6. Have students think about what skills they have successfully used in groups in the past. Select students to role-play their situation. "What was effective about the skills you used? What was not effective about the skills you used?" Play devil's advocate in different situations.	6. Students will describe a situation in which they helped a group solve a problem and a situation in which they did not. Students will volunteer to role-play their situation. They will identify actions "to keep" and actions "to throw-away."

Teacher Follow-Up Activities

Encourage classroom teachers to acknowledge the personal and ethical skills students routinely use everyday and to encourage the class to prepare for the next lesson as stated above.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Working Together

Lesson 2 Title: Going for the Gold! **Lesson** 2 of 2

Grade Level: 4

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.04.a.i: Demonstrate personal and ethical skills needed to work with diverse groups of people.

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)

Large blankets (enough for 1 blanket per 5-7 students)
Gold Medal for each blanket, and one for counselor
List of words brainstormed in Lesson 1
An area with floor space large enough for blankets to be spaced so as to allow groups room to "maneuver" blankets (e.g. gymnasium).
Masking tape, paper and pencils
Stop watch

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
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 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 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	1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes
	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
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will write an essay describing what they learned while participating in a group activity, including two or more personal and ethical skills needed to work with a diverse group of people.

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 a group activity with discussion afterwards concerning their successes and challenges.
Students will also be expected to write a short essay on what they learned, citing two examples of personal and ethical skills needed to work with a diverse group of people.

Lesson Preparation

Essential Questions:
Why are appropriate communication skills and respect needed to achieve a common goal?

Engagement (Hook): NOTE: Prior to the lesson prepare large blankets (enough for 1 blanket per 5-7 students) by taping or pinning a ‘gold medal’ to one side of each of the blankets. Spread them out on the floor with medal side “up” as lesson begins.

Counselor wears a gold medal, and holds it up while asking the class: “What does a gold medal mean to you? What might a team have to do to earn a gold medal? (Working together by respecting individual differences, supporting each other, encouraging each other, etc.)

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Say, "Raise your hand if you have ever been on an island. What surrounded that island?" Today YOU are going on an island adventure with a group of your friends.

Procedures

Instructional Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Place prepared blankets on the floor, medal side up. Say, "Raise your hand if you have ever been on an island. What surrounded that island?" Today YOU are going on an island adventure with a group of your friends. Have groups turn blankets over so the gold medal is on the side to the floor. Have students sit on their blankets. Explain that this is their island, but their gold is on the other side of their island (blanket). They must work together, using helpful personal and ethical skills (e.g. acceptance, taking turns, sharing responsibility), to turn the entire blanket over to get to the gold without sacrificing anyone to the "shark infested water" (falling off the blanket). If anyone falls off, they must start over.	1. Students listen to directions.
2. Tell students to begin. Use stopwatch to time groups. After 2 or 3 minutes of working, stop the process and ask: "What is working? What isn't working?" What can you do differently to accomplish your goal? Plan as a group." Tell students they have 4 minutes to accomplish goal. On signal, restart process (and stopwatch) note when each group completes the task.	2. When told to begin, students work together to turn the blanket over to get to the gold without anyone falling off into the water. Students will talk within groups to determine what is working and what is not and how they will revise their plan of action to more readily reach the "gold."
3. Tell students how much total time it took each group. Have each student draw a "T-chart" on paper. Label one column: "This was effective", and the other column "This wasn't effective." Give students 2 or 3 minutes to reflect and make notes on their "T-chart." Discuss what was effective and what was not, and what they learned. "What kind of communicator were you? What was effective/not effective? What would you do differently? What personal	3. In their groups, students will complete "T-charts" individually, and then discuss as a group using the questions counselor asks as prompts for group discussion.

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and ethical skills were/were not used?" Facilitate the discussion.	
4. Ask students to review their individual brainstorming list from Lesson 1. How has thinking changed since they made that list? What new personal and ethical skills would they add? Take away?	4. Students will compare their individual ideas with their actual experiences in evaluating what personal and ethical skills are needed when working in a group.
5. Give students directions for their written essay: "Going for the Gold: What I Have Learned About Working In Diverse Groups"	5. Students will write essays: "Going for the Gold: What I Have Learned About Working In Diverse Groups."
NOTE: There may not be time for students to write essays during this period. You may want to plan another session on this topic. Another option: Work with classroom teacher to use the essay as a writing assignment.	

Teacher Follow-Up Activities

Prior to lesson, talk with classroom teacher about using the written essay as a classroom writing assignment. Encourage classroom teacher to talk about personal and ethical skills in relation to individual and group assignments.

Counselor reflection notes (completed after the lesson)

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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: Working Together	**SUGGESTED UNIT TIMELINE:** 2 Lessons
Students will show that they can work together with others to reach a common goal through their actions and in a written essay. Students will brainstorm the personal and ethical skills necessary to work with diverse groups of people; they will work together in a diverse group to accomplish a goal and, individually, will reflect on their experiences through a written essay. Students will draw upon the knowledge they gained in the third grade when they compared the skills needed at school with those needed by workers. Fourth grade learning in this Unit will prepare students for the fifth grade experience: applying personal, ethical and work habit skills.	**CLASS PERIOD (min.):** 30 minutes per lesson

ESSENTIAL QUESTIONS:

1. What communication skills do people need in order to be successful in the world of work?
2. How do people show respect for others ideas and differences?

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 two personal and two ethical skills needed to work with diverse groups of people.		CD.9.A.04.a.i Demonstrate personal and ethical skills needed to work with diverse groups of people.		RF.4.3 W.4.1 W.4.4 SL.4.1 SL.4.2 SL.4.4 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 3.MD.1 4.MD.2	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level- 2
2. The student will write an essay outlining what he/she learned concerning working with diverse groups, including two or more personal and ethical skills needed to work with a diverse group		CD.9.A.04.a.i		RF.4.3 W.4.1 W.4.4 SL.4.1 SL.4.2 SL.4.4	CD C	DOK Level- 2

of people.				L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6		

ASSESSMENT DESCRIPTIONS*:

Students' communication and collective problem solving will be reviewed and assessed at the end of the unit through discussion about group activity and essays, which include information about working with a diverse group of people.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: Personal and Ethical Skills Lesson 2: Going for the Gold!
Obj. #	**INSTRUCTIONAL ACTIVITIES:** **(What Students Do)**
1 2	See Lessons: Lesson 1: Personal and Ethical Skills Lesson 2: Going for the Gold!

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

				_____ Research Projects _____ Assigned Questions _____ Learning Centers	1, 2) _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr4-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr4-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: Presenting: Me! **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Who Is the Best Person for the Job?

Materials/Special Preparations Required

- Room to work in groups.
- Dry erase board, smart board, or other
- *Personal Portfolio Folder* (plan folder students can design and decorate)
- *Personal Portfolio Profile* Activity Sheet

Lesson 2: Who Really Gets Hired?

Materials/Special Preparations Required

- Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).
- Sample Resume' and Portfolio information for display or projection
- *Personal Portfolio Folder* (from Lesson 1)
- *Interview Questions* Activity Sheet

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLS):

CD.9.B.04.a.i: Identify the components of a portfolio. (DOK Level- 1)

American School Counselor Association National Standard (ASCA):

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 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
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace

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	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) 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	

Unit Essential Questions:

How do employers select employees? What types of information would an employer need about a job applicant?
How does a person prepare for getting a job?

Unit Measurable Learning Objectives:

The student will identify all components of the Personal Portfolio Profile.
The student will begin development of a Personal Portfolio Folder.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-reading, listening, viewing, thinking)
_____Indirect (Inquiry, Writing to Inform, Concept Formation)
__X__Experiential (Role Play)
__X__Independent study (Learning Logs)
__X__Interactive Instruction (Role Play, Brainstorming, Discussion, Cooperative Learning, Interviewing)

Unit Summative Assessment (acceptable evidence):

Students will role play being managers of a new company that needs to hire employees. Students must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Students will begin development of a *Personal Portfolio Folder* by completing a *Personal Portfolio Profile and Interview Questions* Activity Sheets.

Brief Summary of Unit:

Students will brainstorm and present in groups what they think an employer needs to know

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about an employee before hiring. They will then learn what a real employer wants to know and where this information can be found. Groups of four students will be managers of a new company that needs to hire employees. They must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Finally, they will have a speaker to show them where this information may be found in a portfolio. Students' prior learning will include the third grade unit in which they learned the steps to obtaining helper jobs within the school. This previous knowledge introduced them to the study of the skills of workers. Learning how to identify the components of a portfolio will help students be successful in the fifth grade when the learning task is to identify the skills needed to develop a portfolio.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to be able to work in cooperative learning groups.
Students need to know the steps in obtaining helper jobs in school.
Students need to know the skills necessary for success in school.

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Unit #2 Title: Presenting: Me!

Lesson Title: Who Is the Best Person for the Job? **Lesson** 1 of 2

Grade Level: 4

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Domain:
CD.9: Applying Skills for College and Career Readiness and Success.

Grade Level Standard (GLS):
CD.9.B.04.a.i: Identify the components of a portfolio.

American School Counselor Association National Standard (ASCA):
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)

Room to work in groups.
A variety of media available for student presentations (chart paper, poster board, markers, and/or technology)
Personal Portfolio Folder (plan folder students can design and decorate)
Personal Portfolio Profile Activity Sheet

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 (including charts, graphs, outlines) for analysis or presentation
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	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	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will identify three interests, talents, strengths, and two goals for the future by completing a personal portfolio profile.
The student will begin development of a Personal Portfolio Folder.

Lesson Formative Assessment (acceptable evidence):

Groups of four students will role play the part of managers of a new company, needing to hire employees. They will brainstorm what they believe is important information to know about a future employee and share their list with the class.
Students will design their own *Personal Portfolio Folder* and complete a *Personal Portfolio Profile*

Lesson Preparation

Essential Questions: How do employers select employees? Or What types of information would an employer need about a job applicant?

1. **Engagement (Hook):** Ask for two or three volunteers. Tell the volunteers they are going to magically move 20 years into the future with the wave of your hand. Tell them they are going to be managers of a business or company in the world (let them select their company name). Students will pretend they are managers using adult professional behavior. They will contribute ideas respectfully with the class. Tell the managers every person they interview is going to have a Portfolio. Does anyone know what a portfolio is? (e.g. a folder, file or case with information about that interviewee's personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). What qualities would you look for in your perspective employee's portfolio? What would you want to know about someone you were going to hire?" Have the managers respond and then have students to share additional ideas in small groups. Ask three or four groups to share their ideas. Re-direct students who are off-track or asking questions that are illegal (e.g., How old are you? What church do you attend?).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide class into groups of 4. Say: "You have just become managers of a new company. You and your management team will be making decisions about hiring new employees. First of all, take a few minutes to decide, the name of your company and its purpose (e.g. a chocolate factory or an	1. Students will demonstrate personal and ethical skills as they decide on their new company's name and product.

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amusement park)."	
2. Students have prior knowledge about what makes a good worker. Activate their knowledge by asking thought provoking questions about previous experiences. • What have you learned about being a successful student? • What do you remember about the personal and ethical skills workers need to have? • About the training and education needed for specific kinds of jobs?	2. Students will share information learned. • Completing work, organized, neat, good listener, responsible. • Helpful, doing the right thing, doing your best. • It is important to have a good education and the right training to do the job right.
3. Have students think about the skills needed by employees of their new company. (Provide each group large pieces of paper and markers) Choose a recorder for each group. In their groups, students will brainstorm a list of ideas. Coach them by asking if they have included specific job skills as well as personal and ethical skills. Have they included past experience and training? Help students play the part of managers Review Personal and Ethical Skills if necessary. **Personal Skills** are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion. **Ethical Skills** are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.	3. Students will develop individual lists and contribute to the brainstorming of group ideas.
4. Students will develop a *Personal Portfolio Folder* (design and decorate). Students will review their group formed lists and determine what is most important and what is not important. What traits might you have	4. Working as a contributing team member, students will participate in discussion of the workers they want to hire, and share with the class.

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missed? Have students think about what type of profile they have created.	
5. Students are then given time to complete their own *Personal Portfolio Profile* Activity Sheet to put in the folder.	5. Students complete their Personal Portfolio Profile and share their information with the class or a partner if time permits.
6. Students are encouraged to keep their folder and add additional information about themselves throughout the year (e.g. progress reports, personal essays, other important information). The folders will be used in the next lesson.	6. Students put their folders in a safe place to add information during the next lesson and also throughout the school year.

Teacher Follow-Up Activities

Teacher should remind class of good worker behaviors that they use in class, such as punctuality, manners, neatness, honesty, doing a good job. Teacher will review students' Personal Portfolio Folder and encourage them to put information in the folder throughout the year.

Counselor reflection notes (completed after the lesson)

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Activity Sheet

Personal Portfolio Profile

Student's Name: _____ Date:_____

I am interested in these things:

_____

_____

_____

My special talents are:

_____

_____

_____

My personal and ethical strengths:

_____

_____

_____

My goals for the future (short-term or long-term)

_____

_____

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Unit #2 Title: Presenting: Me!

Lesson Title: Who Really Gets Hired? **Lesson** 2 of 2

Grade Level: 4

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 (GLS):
CD.9.B.04.a.i: Identify the components of a portfolio.

American School Counselor Association National Standard (ASCA):
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)

Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).
Projection (through use of transparency or electronic means) of a sample resume' and information from a portfolio.
Interview Questions Activity Sheet
Personal Portfolio Folder (from Lesson 1)

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
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
	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) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will write two questions to be used for interviewing an employer.

Lesson Formative Assessment (acceptable evidence):

Students will ask appropriate questions (using the *Interview Questions* Activity Sheet) about what an employer looks for in an employee and how he or she verifies information. Following the interview with the employer, students will compare their criteria for employees with what they learned from businessperson.

Lesson Preparation

Essential Questions: How does a person prepare for getting a job?

Engagement (Hook): Prior to the guest speaker's arrival, the counselor will show students a copy of the Guest Speaker's Resume' (in brief form…personal qualities, education, training, work experience). The counselor will work with students to develop interview questions to be asked of the employer using the "Interview Questions" activity sheet. Guide students to consider questions that will help them learn what is in a portfolio (e.g., What personal strengths do you bring to this job? What is your past work experience? Where did you get your training? How do you know a person gets along with other people?) Review what a portfolio is and should have in it? (e.g. a folder, file or case with information about that interviewee's personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). Review the information from the students Personal Portfolio Folder used in Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Introduce speaker and open the interview. Be prepared to coach students in the asking of questions if they have not participated in an interview. Use questions from the "Interview Questions" activity sheet.	1. Students welcome guest speaker.
2. Students will be selected to ask certain questions written on their "Interview Questions" activity sheet. After the	2. Students will ask questions that are relevant to discussion of hiring employees.

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interview, synthesize the information the businessperson provided about portfolios with the criteria the students identified in Lesson I.	
3. Ask students to consider questions such as: What did you learn about what is important for employers to know about a future employee? Why were those items important to know?	3. Students will participate in discussion of prior learning and new learning.
4. Why were others not so important to know? How have your ideas changed since you made your first list? What new information did you learn?	4. Students will generate their own ideas as well as answer your questions.
5. Close lesson by talking about a portfolio as a way to present himself or herself to an employer. Encourage students to keep their Personal Portfolio Folder up to date, ask them to evaluate the contents to determine what a teacher/employer might say about them if the portfolio was the only information available.	5. Students will continue the critical thinking process.

Teacher Follow-Up Activities

Encourage students to add items and projects to their portfolio regularly.

Counselor reflection notes (completed after the lesson)

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Activity Sheet

Interview Questions

Question 1: _____

Answer and comments: _____

_____

_____

Question 2: _____

Answer and comments: _____

_____

_____

Comments about information shared during the interview.

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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: Presenting: Me!	**SUGGESTED UNIT TIMELINE:** 2 Lessons
Students will brainstorm and present in groups what they think an employer needs to know about an employee before hiring. They will then learn what a real employer wants to know and where this information can be found. Groups of four students will be managers of a new company that need to hire employees. They must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Finally, they will have a speaker to show them where this information may be found in a portfolio. Students' prior learning will include the third grade unit in which they learned the steps to obtaining helper jobs within the school. This previous knowledge introduced them to the study of the skills of workers. Learning how to identify the components of a portfolio will help students be successful in the fifth grade when the learning task is to identify the skills needed to develop a portfolio.	**CLASS PERIOD (min.):** 30 minutes per lesson

ESSENTIAL QUESTIONS:

1. How do employers select employees?
2. What types of information would an employer need about a job applicant?
3. How does a person prepare for getting a job?

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 all components of the Personal Portfolio Profile.		CD.9.B.04.a.i Identify the components of a portfolio.		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level- 1
2. The student will begin development of a Personal Portfolio Folder.		CD.9.B.04.a.i		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2	CD C	DOK Level- 1

				L.4.3 L.4.4 L.4.5 L.4.6		
3. The student will write two questions to be used for interviewing an employer.		CD.9.B.04.a.i.		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD C	DOK Level- 1

ASSESSMENT DESCRIPTIONS*:

Students will role play being managers of a new company that needs to hire employees. Students must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Students will begin development of a Personal Portfolio Folder by completing a Personal Portfolio Profile and Interview Questions Activity Sheets.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching	_____ Problem Solving _____ Case Studies _____ Reading for Meaning	_____ Field Trips _____ Narratives _____ Conducting Experiments	_____ Essays _____ Computer Assisted Instruction	_____ Debates __x___ Role Playing (Ls. 1) _____ Panels

	_____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x___ Role-playing (Ls. 1) _____ Model Building _____ Surveys	_____ Journals __x___ Learning Logs (Ls. 1, 2) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	__x___ Brainstorming (Ls. 1, 2) _____ Peer Partner Learning __x___ Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share __x___ Cooperative Learning (Ls. 1, 2) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups __x___ Interviewing (Ls. 2) _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Unit CD9-Gr4-Unit2-Presenting Me!, 2 lessons with resources at:

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr4-Unit2.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr4-Unit2.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

Created by: G. Baer, S. Sevier

Unit #1 Title: The Many Faces of Me **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Best time of year to implement this Unit: Anytime (May be used to start off the year, or throughout the year as a refresher)

Lesson Titles:
Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me
Materials/Special Preparations Required
Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)
Construction or card stock paper
Markers
Worksheet: Feelings Worksheet (attached)

Lesson 2: How I Act Is Who I Am
Materials/Special Preparations Required
2 puppets
Posters of the words "Caring" "Responsible" "Respectful" "Cooperative"

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.0K.a.i: Identify basic feelings.
PS.1.B.0K.a.i: Identify personal roles in the family.
PS.1.C.0K.a.i: Identify character traits needed for different 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)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 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 3. Analyze the duties and responsibilities of individuals in societies

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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	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	

Unit Assessment (acceptable evidence):

Students will discuss/respond to how they feel when they exhibit various character traits in the roles that they have in their families.

Brief Summary of Unit:
Lesson one provides students with an introduction to the four basic feelings of happy, sad, mad and scared. The lesson concludes with them completing a Feelings Worksheet.

Lesson two, through a discussion with 2 puppets, allows students to identify the roles they play in the families and the accompanying character traits that assist in them playing these roles.

Unit Goals:
Identification of basic feelings.
Identification of personal roles played in the family.
Identification of character traits required in these roles.

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

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Unit #1 Title: The Many Faces of Me

Lesson Title: Happy, Sad, Scared and Mad: All Belong To Me **Lesson** 1 of 2

Grade Level: K

Length of Lesson: 20-30 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.0K.a.i: Identify basic feelings.

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)

Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)
Construction or card stock paper
Markers
Worksheet: Feelings Worksheet (attached)

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 2. Review and revise communications to improve accuracy and clarity 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Feelings Worksheet

Lesson Preparation

Essential Questions:
Why do people need to know about feelings?

Engagement (Hook):
Counselor explains that the class will be discussing feelings. There are 4 cards on the floor. With each card held up, the students will identify the feelings and demonstrate what that feeling looks like. Counselor participates with the group.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor tells students that today they will be talking about feelings. Each of the cards on the floor has one of the four feelings being talked about today.	1. Students are sitting in a circle on the floor.
2. Counselor randomly chooses a card, and shows it to the group. "Tell me the feeling that is on the card." "Now, show me how your face would look if you were feeling this way."	2. Students respond accordingly.
3. "What are some reasons that you might feel this way?"	3. Students give examples.
4. "What are some different ways that a person might show this feeling?" (Counselor should focus discussion on appropriate ways of expressing the feelings.)	4. Students give examples.
5. Repeat steps 2-4 for each feeling.	5. Allow every student a chance to respond.
6. "Why is it important for us to express our feelings?"	6. Students respond.

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7. Students will complete the Feelings Worksheet. Counselor may need to lead the students in completion of the worksheet.	7. Students draw their responses.

Teacher Follow-Up Activities

The classroom teacher would compliment appropriate expression of feelings, and redirect any inappropriate expressions. The teacher and counselor would collaborate/consult on students having difficulties in any area.

Counselor reflection notes (completed after the lesson)

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FEELINGS

Happy	Sad
Mad	**Scared**

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Created by: G. Baer, S. Sevier

Unit #1 Title: The Many Faces Of Me

Lesson Title: How I Act Is Who I Am **Lesson** 2 of 2

Grade Level: K

Length of Lesson: 20-30 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.0K.a.i: Identify personal roles in the family.
PS.1.C.0K.a.i: Identify character traits needed for different 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)

2 puppets
Posters of the words "Caring" "Responsible" "Respectful" "Cooperative"

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
	Goal 3: Recognize and solve problems
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	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	

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will share information about the roles they play in their families, and the accompanying character traits.

Lesson Preparation

Essential Questions:
What roles do people have? How do people know how to act?

Engagement (Hook):
Puppets have a discussion about the roles they play in their families. Through class discussion, counselor will continuously refer back to the roles that the puppets shared.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Puppet 1 says: When I go home after school, I have to feed my dog. Puppet 2: I don't have a dog, but I have to feed my goldfish. Puppet 1: After I feed my dog, I have to play with my baby sister while my mom fixes supper. Puppet 2: I don't have any brothers and sisters, but I spend time with my grandma who lives with us. Puppet 1: Before I go to bed, I have to pick up my toys and my sister's toys. Puppet 2: After supper, I have to help my mom with the dishes. Puppets: We have a lot of things to do!!	1. Students listen.
2. Counselor: Let's talk about what we've heard. What was one thing that both puppets have to do?	2. Response is "feed a pet."
3. We would say that when they make sure that their pets are fed every day,	3. Allow 2 or 3 students to offer examples.

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they are being responsible. Someone tell me something that they do at home that shows they are responsible. Counselor holds up the poster of "Responsible."	
4. When Puppet 1 plays with his sister, and Puppet 2 spends time with grandma, they are being caring. Someone tell me something that they do at home that shows how caring they are. Hold up poster of "Caring."	4. Allow 2 or 3 students to offer examples.
5. When Puppet 1 picks up his toys and helps his sister pick up her toys, and Puppet 2 helps his mom with the dishes, they are being cooperative. Someone tell me something they do at home that shows cooperation. Hold up poster of "Cooperative."	5. Allow 2 or 3 students to offer examples.
6. Puppet 1 looks at counselor and says, "You know, the boys and girls have listened so well, and have given such good answers today." Puppet 2 pipes up, "You are right! These boys and girls have shown a lot of respect!" Hold up poster of "Respectful."	6. Students listen.
7. Counselor: We have talked about feelings before, and I'm wondering what kinds of feelings you have when you are respectful, cooperative, caring, and responsible. Who can give me some examples of feelings?	7. Allow several students to offer appropriate feelings (i.e. happy, glad, excited, proud, etc.).
8. Counselor: One last question: "How do you think others feel when you are respectful of them, or cooperate with them, or show caring, or are responsible?"	8. Allow several students to offer their thoughts.
9. End by thanking them for being such a caring, respectful, cooperative and responsible class. Everyone give him/herself a pat on the back.	9. Students pat themselves on back.

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Teacher Follow-Up Activities

Teacher can catch students demonstrating these character traits, complimenting them for this behavior. Teacher can redirect those having difficulty exhibiting the traits, conferring with counselor as necessary.

Counselor reflection notes (completed after the lesson)

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Created by: G. Baer, S. Sevier

Unit #1 Title: A Newer, BETTER, Older Me **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Best time of year to implement this Unit: March

Lesson Titles:

Lesson 1: I'm Just a Bag of Feelings

Materials/Special Preparations Required

A fancy bag (may be paper or material—just decorated)
10 Note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)
Feelings Thermometer Worksheet (attached)
Stickers

Lesson 2: Character Clovers

Materials/Special Preparations Required

Pattern of a four-leaf clover – have enough copies cut from green construction paper for each student.
Crayons and or markers
Chart paper or chalkboard

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.01.a.i: Identify a variety of feelings.
PS.1.B.01.a.i: Identify personal roles in the school.
PS.1.C.01.a.i: Recognizing personal character traits

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)

	Goal 1: Gather, analyze and apply information and ideas
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
	Goal 3: Recognize and solve problems

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X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	

Unit Assessment (acceptable evidence):

Students will identify the feelings that accompany the personal roles and characteristics that they have in school.

Brief Summary of Unit:
In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet.
In lesson two, students identify personal school roles and accompanying character traits. Students then create character clovers.

Unit Goals:
Identification of a variety of feelings.
Identification of personal roles in school.
Recognition of personal character traits.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Basic understanding of feelings, roles, and character traits.

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Created by: G. Baer, S. Sevier

Unit #1Title: A Newer, BETTER, Older Me

Lesson Title: I'm Just a Bag of Feelings **Lesson** 1 of 2

Grade Level: 1

Length of Lesson: 20-30 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.01.a.i: Identify a variety of feelings.

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 fancy bag (may be paper or material—just decorated)
10 Note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)
Feelings Thermometer Worksheet (attached)
Stickers

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 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
	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

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	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will complete a Feelings Thermometer Worksheet.

Lesson Preparation

Essential Questions:
Why is it important for people to know about different kinds of feelings?

Engagement (Hook): The counselor comes into the classroom, holding the fancy feelings bag. Counselor shakes the bag mysteriously, asking the students to guess what's in the bag. Students offer guesses. Counselor tells group that this is a special bag that contains many different feelings. There are as many different feelings as there are different people, and all feelings are okay.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor explains that 10 students will have a chance to pull a feeling from the fancy feelings bag. The student is to act out the feeling on the card. The class will have 3 tries to guess the feeling being acted out.	1. Students listen to the directions. Chosen students will pull a feeling from the bag, and act it out. Counselor should help students having difficulty reading card and/or thinking of acting ideas. Class guesses.
2. After each role-play, counselor asks students for suggestions of when people might feel that way.	2. Students offer examples.
3. Explain that every person has many different feelings, and not all people will feel the same way in the same situations. This is okay because our feelings are our own…which makes them all ok.	3. Students listen.
4. Counselor explains the Feeling Thermometer Worksheet.	4. Students work on the assignment.
5. Students are directed to hold up their thermometers and look around to notice that responses may vary.	5. Students hold up their Feelings Thermometers and look around at other's worksheets.

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6. Counselor should collect these to look for any unusual patterns.	6. Students hand in their worksheets.

Teacher Follow-Up Activities

Teacher should consult with counselor as necessary if particular students are having difficulty with feelings displayed in the classroom.

Counselor reflection notes (completed after the lesson)

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Feelings Thermometer

Mark each column to indicate your feelings about each statement

	How I feel playing with my friends	**How I feel when I lose a game**	**How I feel working by myself**	**How I feel when someone says something mean to me**	**How I feel when I finish my work**	**How I feel when someone sits next to me**	**How I feel when I have to do my chores**	**How I feel when I am at home**

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Created by: G. Baer, S. Sevier

Unit #1 Title: A Newer, BETTER, Older Me

Lesson Title: Character Clovers **Lesson 2 of 2**

Grade Level: 1

Length of Lesson: 20-30 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.01.a.i: Identify personal roles in the school.
PS.1.C.01.a.i: Recognizing personal character traits.

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)**

Pattern of a four-leaf clover – have enough copies cut from green construction paper for each student.
Crayons and/or markers
Chart paper or chalkboard

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 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
	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

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	

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will create character clovers.

Lesson Preparation

Essential Questions:
What roles do people have at school?
How do people know how to act in different roles?

Engagement (Hook):
Counselor tells the student that today students will be creating character clovers. In order to help the students create character clovers, counselor will begin with a brainstorming session.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor tells the students that today they will be talking about the roles that students have in school and the traits that accompany those roles.	1. Students listen.
2. Counselor asks the students, "What roles do you have here at school?" As the student respond, counselor records the answers on board, chart paper, etc.	2. Students respond (learner, friend, classmate, helper, line leader, etc.)
3. Counselor says, "With each role that we have, we also have certain trait that we exhibit in those roles. For instance, as a counselor, I am caring, I am a good listener, I am friendly, I am responsible, etc. What traits do you exhibit in your school roles?" Counselor records answers as done earlier.	3. Students respond
4. Counselor explains that each student will be creating a character clover. On one side of the clover, students will list their school roles (one role on each of the petals). On the back, the students will identify the trait that they use the most in that role and write it on the	4. Students create character clovers.

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corresponding petal. 5. Have students share their favorite petal of the clover and tell how they feel about having that personal characteristic.	5. Students share character clovers.

Teacher Follow-Up Activities

Teacher may display the character clovers by punching a hole in the top and stringing them in the classroom. Teacher may refer to the clovers to reinforce positive behaviors.

Counselor reflection notes (completed after the lesson)

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Created by: G. Baer, S. Sevier

Unit #1 Title: ME Revisited **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 25-35 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1 Goldilocks Revisited
Materials/Special Preparations Required
Copy of the story of *Goldilocks and the Three Bears*.
Chart Paper
Markers

Lesson 2 The Many Roles I Play in My Community
Materials/Special Preparations Required
Chart Paper or Plain Paper
Markers
Pencils
Community Roles Web (directions attached)
Plain paper for student webs

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.02.a.i: Express a variety of feelings
PS.1.B.02.a.i: Identify personal roles in the community.
PS.1.c.02.a.i: Compare and contrast character traits needed for different 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)

	Goal 1: Gather, analyze and apply information and ideas
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
	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

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Created by: G. Baer, S. Sevier

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	

Unit Assessment (acceptable evidence):

Students identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.

Brief Summary of Unit:

In lesson one, students review the story of *Goldilocks and the Three Bears*. As the jury of her peers, the students work in cooperative groups to determine the feelings and personal character traits Goldilocks had and elicited from the Bear Family.

In lesson two, students identify the personal roles that they have in their community by creating a community role web.

Unit Goals:

Expression of a variety of feelings.
Identification of personal roles in the community.
Comparison and contrast of different character traits needed in different 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 need a basic understanding of feelings, roles, and character traits.

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Created by: G. Baer, S. Sevier

Unit #1 Title: ME Revisited

Lesson Title: Goldilocks Revisited **Lesson 1 of 2**

Grade Level: 2

Length of Lesson: 25-35 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.02.a.i: Express a variety of feelings
PS.1.C.02.a.i: Compare and contrast character traits needed for different 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)

A copy of the story of *Goldilocks and the Three Bears*.
Chart Paper
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 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
	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

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	

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Each cooperative learning group will determine Goldilocks' fate: did she consider the feelings of others and did she demonstrate positive character traits in her decisions?

Lesson Preparation

Essential Questions:
Why do people need to know about feelings?
How do people know how to act?

Engagement (Hook):
Counselor enters the room and says: "Ladies and gentlemen of the jury, today I will present to you the case of Goldilocks. Your charge will be to determine the feelings of Goldilocks and her victims, the Bear Family and to decide if she demonstrated positive character traits in the situation."

Procedures

Instructor Procedures:	**Student Involvement:**
1. After the introduction, counselor reads the story of Goldilocks or briefly summarizes the story.	1. Students listen.
2. Students are broken into groups of four. Counselor explains that each group will deliberate on Goldilocks' fate. Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?	2. Students move into cooperative groups.
3. Counselor explains that each group will identify the steps that Goldilocks took and the possible feelings that were exhibited by both Goldilocks and the Bear Family.	3. Students listen to directions, and then work in small groups to formulate responses.
4. Counselor now needs to review the actions of Goldilocks (entering an unknown home, helped herself to food, sat in and destroyed furniture, slept in someone else's bed). Counselor asks for the traits that Goldilocks exhibited and feelings shown. Counselor	4. Students offer responses.

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records responses on the chart paper (titled "Goldilocks") in a compare/contrast manner.	
5. Counselor asks the students to look back at the situations. Identify the actions of the Bear and ask what feelings and character traits the Bear Family exhibited because of Goldilocks actions. Counselor records on chart paper titled "Bear Family".	5. Students offer responses.
6. The counselor asks for suggestions of better decisions she could have made. If Goldilocks decisions had been different, how would the characters' feelings be different?	6. Students listen to directions, and then work in small groups to formulate responses.
7. In summation, the counselor explains that every individual has a variety of feelings and that every individual will use different character traits in different situations. What is most important is that each person chooses wisely and positively, keeping in mind the impact that personal choices have on those around us. Counselor then reviews that charge of the "jury" and has students deliberate. Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?	7. Students deliberate and report their decisions.

Teacher Follow-Up Activities

If there is an issue that the classroom is dealing with, teacher could follow the same format as described above using "the jury of peers" to resolve the issue. During the process, teacher will emphasize the character traits and feelings of the parties involved.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: ME Revisited

Lesson Title: The Many Roles I Play in My Community **Lesson** 2 of 2

Grade Level: 2

Length of Lesson: 25-35 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.02.a.i: Identify personal roles in the 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)

Chart Paper
Markers
Pencils
Community Roles Web (directions attached)
Plain paper for brainstorming

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 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
	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

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	

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Each student will complete a personal community role web.

Lesson Preparation

Essential Questions:
What roles do people have in the community?

Engagement (Hook):
Have the teacher or principal join the counselor. The counselor has a large web on chart paper (see directions for student web). The counselor asks the partner, what roles he/she plays in the community. Partner responds with the roles he/she has (father/mother, church member, voter, coach, farmer, Sunday School Teacher, etc.). As the teacher/principal responds, counselor records responses on the chart paper. (If teacher or principal is not available, then the counselor will implement the lesson independently. This will serve as a model for the activity the students will complete.)

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor and teacher or principal demonstrate roles in the community by completing a web chart. The counselor thanks the teacher or principal for participating.	1. Students show appreciation. (applauding or other appropriate response)
2. Counselor explains that just as the principal/teacher has many roles outside the school walls, the students do as well.	2. Students listen.
3. Counselor breaks the students into cooperative learning groups.	3. Students move to their groups.
4. Counselor has the student brainstorm, within the cooperative learning groups, the roles they play in their community.	4. Students brainstorm the roles they play in the community and record the responses of the group on chart or construction paper.
5. Following the brainstorming, counselor distributes the blank paper. Each student is to draw and complete a personal community role web.	5. Student completes their community role web.

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6. Counselor directs students to share their webs with their groups and then discuss the feelings and character traits that they exhibit in these roles. Counselor moves from group to group listening/coaching the sharing of the students.	6. Students return to their cooperative learning groups, share their different roles and then discuss the feelings and character traits that they exhibit in these roles.

Teacher Follow-Up Activities

Teacher displays student webs in the classroom.

Counselor reflection notes (completed after the lesson)

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Directions for Creating Community Role Web

1. In the middle of the paper, draw a person.
2. Draw approximately 6 lines coming from the person in different directions.
3. At the end of each line, draw a horizontal line for written responses.

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Created by: J. Evans, S. Hiatt, M. Grandelious, L. Lueckenhoff, D. Parr, K. Churchman

Unit #1 Title: Who Am I **Grade Level:** 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 min.

Best time of year to implement this Unit: Autumn

Lesson Titles:

Lesson 1 An Apple a Day
- Materials/Special Preparations Required
  - 3 fresh apples (one red, one green, and one rotten)
  - Apple Worksheet
  - Tree poster (counselor made)
  - Plain paper

Lesson 2 What Color is Your Apple?
- Materials/Special Preparations Required
  - Tree with apples from previous week.
  - Paper for writing
  - Pencils or crayons
  - Chart paper

Lesson 3 Fly Your Kite
- Materials/Special Preparations Required
  - Kite to fly
  - Kite worksheet
  - String or Yarn
  - Kite Venn Diagram sheet
  - Crayons

Missouri Compréhensive 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.03.a.i: Identify positive characteristics and areas for personal growth.
PS.1.B.03.a.i: Reflect on personal roles at home and at school and identify responsibilities.
PS.1.C.03.a.i: Identify the personal characteristics needed to contribute to the classroom.

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

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Created by: J. Evans, S. Hiatt, M. Grandelious, L. Lueckenhoff, D. Parr, K. Churchman

	6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 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 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. 7. The use of tools of social science inquiry
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Assessment (acceptable evidence):

The student will display and explain their kites, which will reveal an understanding of their personal positive characteristics and how they help them in their roles at school and home.

Brief Summary of Unit:

This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.

Unit Goals:

The unit goal is to help the students recognize their personal characteristics that affect their roles at home and school.

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

Understanding of the following:
Personal roles
Feelings
Responsibilities

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Created by: J. Evans, S. Hiatt, K. Churchman

Unit #1 Title: Who Am I?

Lesson Title: An Apple A Day **Lesson:** 1 of 3

Grade Level: 3

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.C.03.a.i: Identify positive characteristics needed to contribute to a classroom.

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)

3 fresh apples: 1 red, 1 green and 1 rotten
Apple worksheet
Crayons (red, green and brown)
Poster with the outline of a tree and branches (without leaves)

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
	Goal 3: Recognize and solve problems
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	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	

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will color the apples the appropriate color to illustrate their awareness of their strengths and what areas of personal characteristics they need to strengthen.

Lesson Preparation

Essential Questions:
How can you tell how someone feels about himself or herself?

Engagement (Hook): The teacher will display 3 fresh apples—one red, one green (unripe) and one with a rotten spot on it.

Procedures

Instructor Procedures:	**Student Involvement:**
1. The counselor displays 3 fresh apples and asks students to describe the apples: color, texture, stages of development, and effects of rotten apple on the others. Possible responses might include a rotten apple can cause the other apples to decompose more quickly.	1. Students describe apples.
2. Counselor distributes and explains the apple worksheet.	2. Students color the apples on the worksheet, coloring their strengths red, the areas they are working on green and the ones that disrupt the classroom brown.
3. The counselor instructs students to cut out the apples, and glue on the community tree (if red or green) and on the ground section of the poster picture of a tree if they are brown.	3. Students cut out the apples and place on the tree poster.
4. The counselor asks students to think of other characteristics important to a classroom community. The counselor tells students they may make more apples if they can think of other qualities not already listed.	4. Students brainstorm and write down other positive characteristics on the blank apples. Students add these apples to the tree.
5. The counselor tells students that they tree	5. Students look at the completed poster.

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will be displayed all week and they need to be thinking of how the positive characteristics contribute to the class community.	

Teacher Follow-Up Activities

Classroom teacher will display the tree prominently in the classroom and refer to it frequently regarding students displaying proactive behaviors.

Counselor reflection notes (completed after the lesson)

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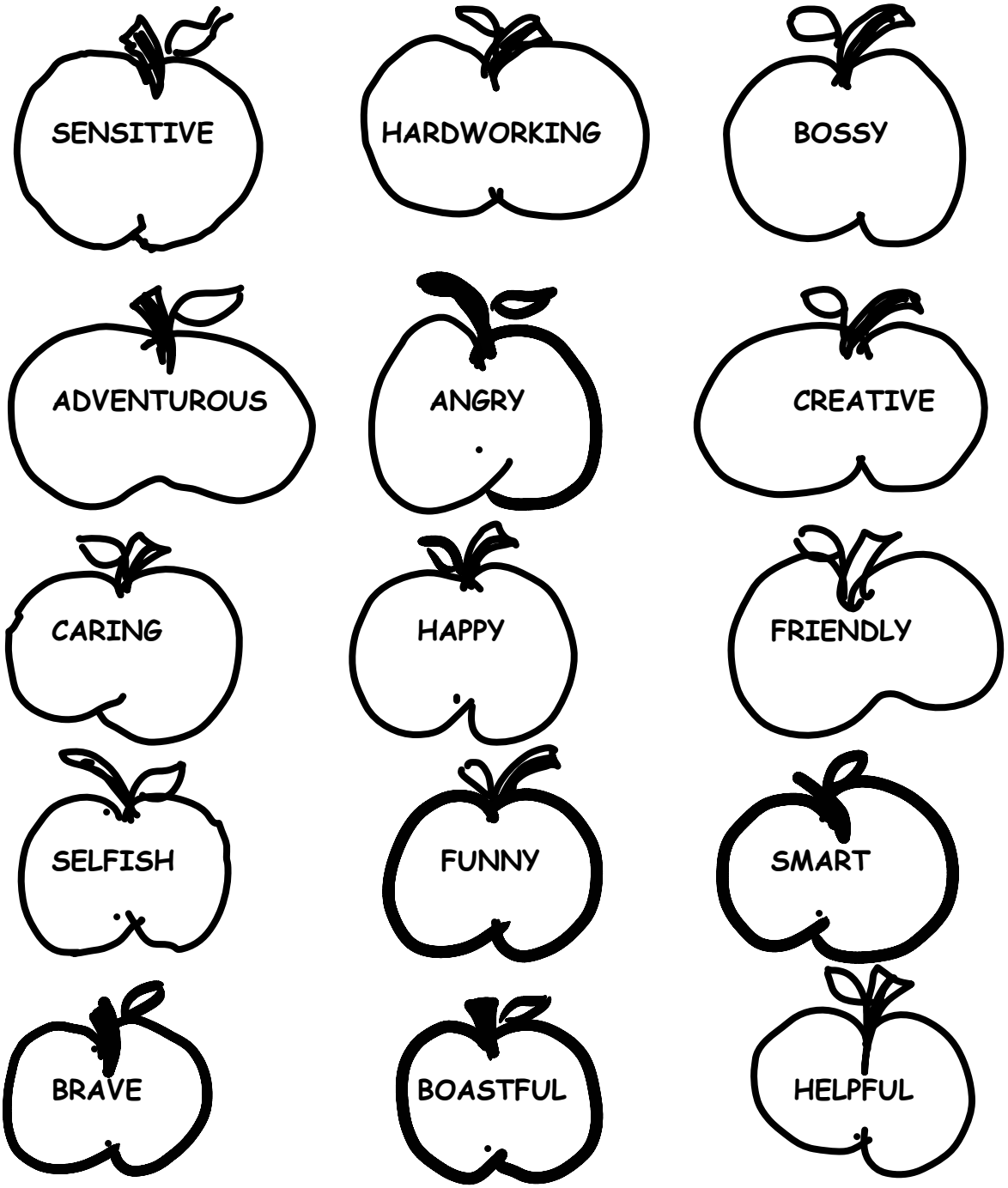
What Color Is Your Apple?

If the apple lists a quality that is helpful in the classroom color it red. If the apple lists a quality that is one the classroom needs to improve on color it green. If the apple lists a quality that hurts the classroom community color it brown.



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Created by: M. Grandelious, D. Parr, L. Lueckenhoff

Unit #1 Title: Who am I?

Lesson Title: What Color is Your Apple? **Lesson** 2 of 3

Grade Level: 3

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.03.a.i: Identify positive characteristics and areas for personal growth.

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)

Tree poster with apples from previous lesson

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.
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
	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	
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

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X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence):

Students will identify characteristics they have, and traits they would like to develop for personal growth.

Lesson Preparation

Essential Questions: How can you tell that you are maturing or growing up?

Engagement (Hook): Review the apple tree activity from last lesson.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Review last week's lesson and the tree poster. Tell the students that today they will help their classmates discover some of the traits that we see in each other.	1. Students participate in the review of the tree poster.
2. Counselor brainstorms with the class the positive traits and behaviors needed to be successful in school. These are written on chart paper or the chalkboard to create a word bank.	2. Students contribute ideas.
3. Counselor distributes blank paper to students and tells them that they are to write their names at the top and they should draw four large apples on their paper.	3. Students follow directions.
4. Counselor divides the class into groups of five. Students are instructed to pass their paper to the person to their left. That person is to select a trait from the word bank that describes the person and write it in one of the apples.	4. Students follow directions.
5. Counselor tells students to pass that paper to the person to their left. Students are instructed to look at the name on the paper that they have and then select a trait from the word bank that describes the person and write it in one of the remaining blank apples.	5. Students follow directions.
6. Repeat Step 5 until each student's apple	6. Students follow directions.

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sheet has been completed. Then, have students pass the paper to the left, which should result in students having their own paper back.	
7. Counselor tells students to look at the traits written on their paper by the group. The class discusses whether they feel the traits described them or if they were surprised by any traits.	7. Students participate in the discussion.
8. Have students write on the back of their paper some of the traits that they would like to develop for their own personal growth.	8. Students follow directions.

Teacher Follow-Up Activities

Teacher will leave the tree up for a few weeks to remind students to practice the positive traits needed for a strong class community.

Counselor reflection notes (completed after the lesson)

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Created by: S. Hiatt, J. Evans, K. Churchman

Unit #1 Title: Who Am I?

Lesson Title: Fly Your Kite **Lesson:** 3 of 3

Grade Level: 3

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.03.a.i: Reflect on personal roles at home and at school and identify responsibilities.

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)

Kite, "Fly Your Kite" worksheet, Kite Venn Diagram activity sheet, yarn or string for kite tails, 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 and information, ideas, and structures
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
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and 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)**
	Communication Arts	
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions (7) the use of tools of social science inquiry (surveys, statistics, maps, documents)
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Counselor will observe students as they share with classmates about their favorite role or responsibility.

Lesson Preparation

Essential Questions:
How can you tell when someone is a productive community member?

Engagement (Hook): As students enter the classroom the counselor will display a miniature kite to catch their attention. The lesson activity will revolve around the kite theme.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Display kite and ask students what makes a kite fly. Discuss flying kites and what attributes the kite flyer needs to be successful (responsible, respectful, persistent, etc.)	1. Students provide responses.
2. Explain to students that we will complete Venn Diagrams about what attributes make a home and school run smoothly.	2. Work in pairs to complete the Kite Venn Diagrams
3. Explain that students will make paper kites listing their responsibilities and roles at home and school.	3. Complete kites writing their roles/responsibilities on the tailpieces.
4. Ask students to share kites and talk about their responsibilities and roles.	4. Students pair and share kites talking about the favorite roles.

Teacher Follow-Up Activities

Display completed apple tree in classroom as a visual cue to reflect on personal responsibilities.

Counselor reflection notes (completed after the lesson)

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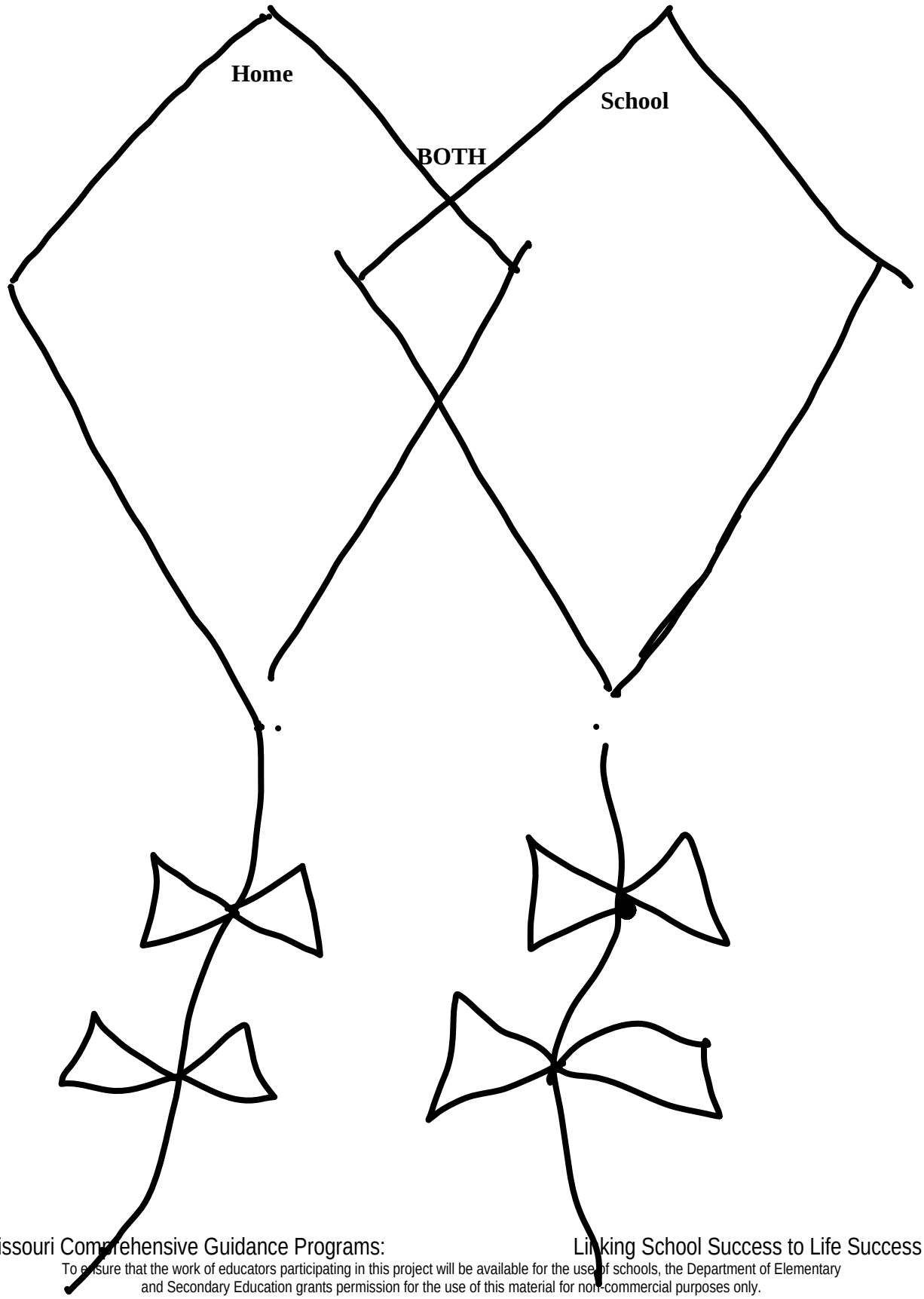
GO FLY YOUR KITE
Venn Diagram



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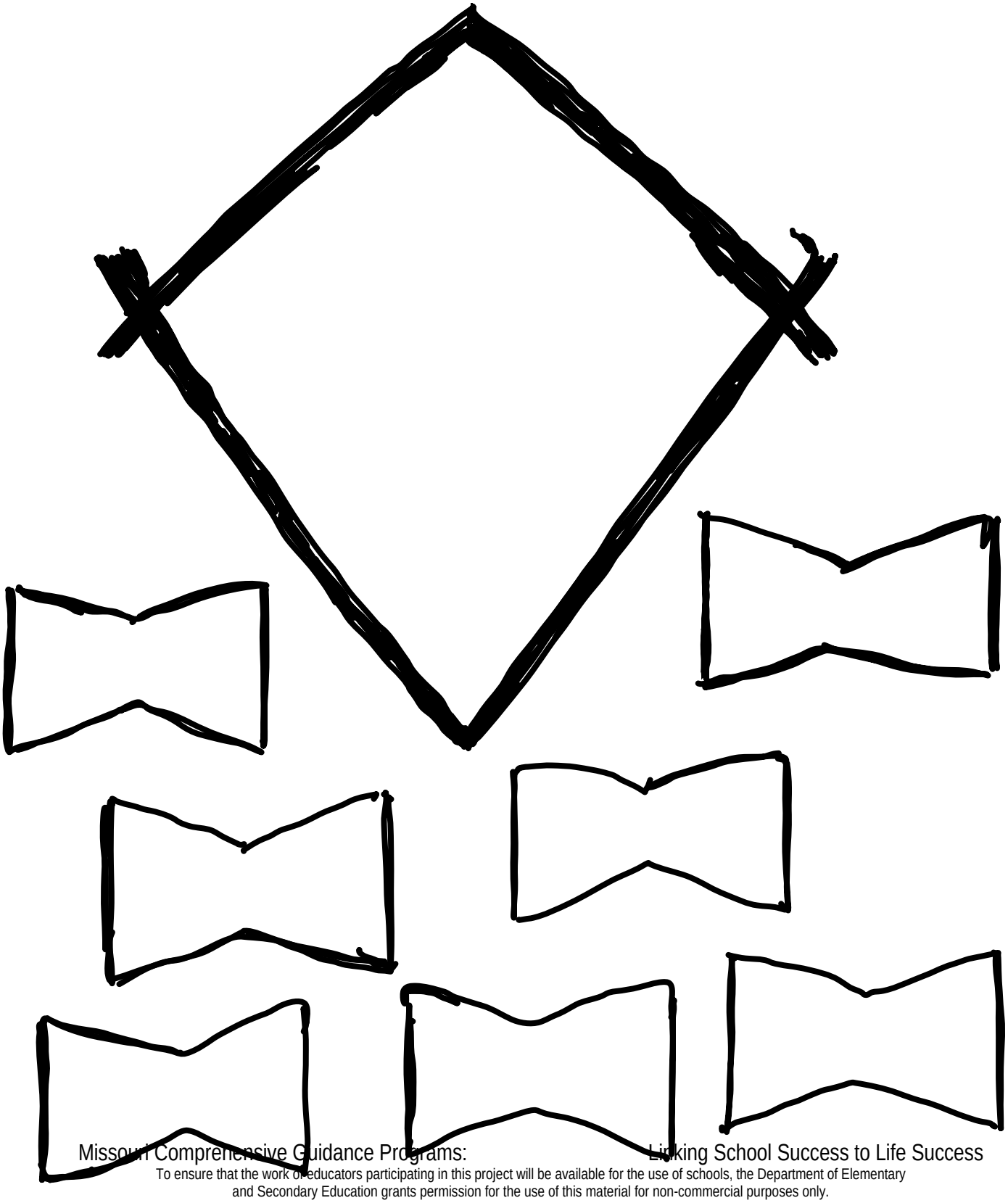
Fly Your Kite

Write your name on the main part of the kite and write some of your strengths on the tailpieces. When completed cut out the kite and use yarn and glue to make your own kite.



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Created by: K. Churchman, J. Evans, S. Hiatt

Unit #1 Title: How Do I Fit In? **Grade Level:** 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime of the year, could be used in small groups.

Lesson Titles:

Lesson 1: Think Positive!

Materials/Special Preparations Required

Skit tickets, books like "Fortunately" by Remy Charlie or "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst

Lesson 2: I'm A Star!

Materials/Special Preparations Required

Dice, One (1) per group
Pencils
"I'm a Star" game worksheets for each student

Lesson 3: I'm Thumbody!

Materials/Special Preparations Required

Pencils
Baby wipes
"I'm Thumbody" worksheets for each student
Picture of a detective

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.04.a.i: Recognize positive self-talk and communicate personal thoughts and feelings.
PS.1.B.04.a.i: Reflect on personal roles in the community and identify responsibilities as a community.
PS.1.C.04.a.i: Identify the personal characteristics that contribute to the school community.

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.

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 1. Plan and make written, oral, and visual presentations for a variety of purposes and

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	audiences 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
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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	
	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

Unit Assessment (acceptable evidence):

Students will be able to identify the difference between positive and negative thoughts and feelings in "Think Positive!" by performing a skit that turns a negative situation in a positive one. In "I'm a Star!" students will be able to answer questions about being responsible community members by playing a game and writing what constitutes being a star community member. In "What Do I Think About Me?" students will be able to write positive statements about themselves on the "I'm Thumbody" worksheets.

Brief Summary of Unit:

This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students' acquired knowledge of the subject areas being taught.

Unit Goals:

In this unit, students will be recognizing positive self-talk and communicate personal thoughts and feelings. They will be able to consider what personal roles they possess and will identify the characteristics needed to be a positive community member.

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

What are personal roles?
What is a positive self-concept?

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The meaning of personal characteristics. Knowledge of how people express feelings differently.

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Unit #1 Title: How Do I Fit In?

Lesson Title: Think Positive! **Lesson** 1 of 3

Grade Level: 4

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.04.a.i: Recognize positive self-talk and communicate personal thoughts and feelings.

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)

6 Skit Tickets Worksheet
Suggestion: Books like "Fortunately" by Remy Charlie, or "Alexander and the Terrible, Horrible, No Good, Very Bad Day!" by Judith Viorst

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 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 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	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	
	Social Studies	
	Science	
	Health/Physical Education	

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

Lesson Assessment (acceptable evidence):

Students will be able to identify the difference between positive and negative thoughts and feelings.

Lesson Preparation

Essential Questions: How do our thoughts and feelings affect how we handle various situations?

Engagement (Hook): Read a story that deals with positive and/or negative thinking. Suggestion: Books like "Fortunately" by Remy Charlie, or "Alexander and the Terrible, Horrible, No Good, Very Bad Day!" by Judith Viorst

Procedures

Instructor Procedures:	**Student Involvement:**
1. Read story and field questions about how negative thoughts and feelings were changed to positive ones.	1. After hearing the story, students will brainstorm ideas to change negative thoughts and feelings to positive ones.
2. Divide class into small groups and explain they will be asked to change something negative into something positive.	2. Students will create a short skit using the ideas from their skit tickets.
3. Hand each small group a skit ticket and have them create a short skit to perform in front of the class.	3. Students will perform their short skits.
4. After each skit, discuss the ideas they used to change the situation from negative to positive.	4. In closing, students will answer questions the class/instructor has about their skit.

Teacher Follow-Up Activities

When the teacher notices a negative comment or behavior, students will be asked to reframe it into something positive.

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Counselor reflection notes (completed after the lesson)

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SKIT TICKETS

"I did not get invited to the bowling party."	Act out how you can change this negative situation into something positive.
"I did not get what I wanted for my birthday."	Act out how you can change this negative situation into something positive.
"I got an 'F' on my test."	Act out how you can change this negative situation into something positive.
"My friend would not play with me at recess."	Act out how you can change this negative situation into something positive.
"My mom won't let me watch the new scary movie."	Act out how you can change this negative situation into something positive.
"My brother won't stay out of my room."	Act out how you can change this negative situation into something positive.

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Unit #1 Title: How Do I Fit In?

Lesson Title: I'm A Star! **Lesson:** 2 of 3

Grade Level: 4

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.04.a.i: Reflect on personal roles in the community and identify responsibilities as a community member.

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)

Enough Dice for one (1) per group
"I'm A Star" game worksheets for each student
Pencils

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

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will be able to answer questions about being responsible community member.

Lesson Preparation

Essential Questions: Why is it important to be responsible members in our community?

Engagement (Hook): Have "Twinkle, Twinkle Little Star" playing in the background or have students sing the song. Talk about how pretty the stars are at night and how only one star would not be as pretty as all of the stars twinkling together.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Introduce lesson and brainstorm ideas to answer the essential question. Why is it important to be responsible members in our community?	1. Students will listen and brainstorm ideas of why it is important to be responsible community members.
2. Write student's ideas on the board.	2. Students will continue to contribute ideas.
3. Hand out "I'm A Star Community Member" game worksheets, and explain how to play the game. <u>Directions to game</u>: Each student rolls dice and answers the question that corresponds with the number rolled. Student writes down their answer on that part of the star. If they roll on a question that they have already answered, they lose that turn.	3. Students will listen to directions.
4. Give each student a pencil and a game worksheet, and divide students into small groups.	4. Students get into small groups and play the game as directed.
5. Give 5 minutes warning to end play and have each student say one of their answers aloud.	5. Students will share one of their answers at the end of class.

Teacher Follow-Up Activities

The teacher reviews the "I'm a Star Community Member" worksheet completed by the students

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after the activity, and reinforces some of the community member skills in the classroom the following week.

Counselor reflection notes (completed after the lesson)

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I'm a Star Community Member

My name is _____.

1
Recycling is important because…

3
Being respectful is important because…

6
Honesty is important because…

2
Cooperating with others is important because…

4
Following rules is important because…

5
Not littering is important because…

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Unit #1 Title: How Do I Fit In?

Lesson Title: I'm Thumbody! **Lesson** 3 of 3

Grade Level: 4

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.C.04.a.i: Identify the personal characteristics that contribute to the school community.

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)

Baby wipes
Pencils and "I'm Thumbody!" worksheets for each student
Picture of a detective (attached)
Stamp pad, washable ink, or paint

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 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
	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

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	
	Social Studies	
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will be able to write positive statements about themselves.

Lesson Preparation

Essential Questions: How does it help when someone feels good about himself or herself?

Engagement (Hook): Dress up like a detective with trench coat, magnifying glass, briefcase, and man's hat. Have theme to the Pink Panther playing in the background. Or show a picture of a detective with a magnifying glass.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Walk into room dressed up like detective and announce you are looking for positive thinkers. (Or you can also show a picture of a detective and do the same.) What does it look like to be a positive thinker? What does it sound like to be a positive thinker?	1. Students brainstorm ideas of what a positive thinker looks like and sounds like. Students will compare and contrast positive and negative thinking.
2. Ask what thinking positive sounds like vs. negative thinking.	2. Students make suggestions.
3. Distribute pencils and "I'm Thumbody" worksheets to each student.	3. Students will complete worksheets.
4. Ask students to begin filling out worksheets and tell them you will be stamping their thumbprints today to find who is a positive thinker.	4. Students will place individual thumbprints on the worksheet.
5. After doing thumbprints, use baby wipes to clean off ink/paint from hands.	5. Students clean off ink/paint from their hands.
6. Students will share one positive statement from their worksheet aloud at end of class.	6. Students share the statement of their choice.

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Teacher Follow-Up Activities

Teacher can be given sheets to post in the classroom as a reminder of positive thinking.

Counselor reflection notes (completed after the lesson)

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I'm Thumbody!!

My name is _____.

Directions: Using a washable ink pad, cover your thumb with ink and put your thumbprint in the center square above your name.

I like when I…

At home I help…

In class I am respectful when…

With friends I share…

_____'s Thumbprint

At recess I play fair by…

I know how to…

I am good at…

3 Things I like best about me…

1)
2)
3)

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I am looking for a positive thinker…

What does it look like to be a positive thinker?

What does it sound like to be a positive thinker?

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Unit #1 Title: I Understand Me **Grade Level:** 5

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit
Anytime and could also be used for a small group.

Lesson Titles:
Lesson 1: Finding the Positive
Materials/Special Preparations Required;
Magazines, poster board, scissors, glue sticks, markers.
Prepare a hallway or classroom "art gallery" using fancy butcher paper frames to "frame" the students' self concept collages.

Lesson 2: Keep Finding the Positive
Materials/Special Preparations Required:
Completed Self-Concept Collages from Lesson 1
Group Role Cards (Resource Sheet 1)

Lesson 3: Are You Balanced?
Materials/Special Preparations Required:
Balance Scales borrowed from math or science classrooms.
Small blocks or other manipulatives that can be used as weights on the scales.
"Am I Balanced?" worksheet (activity sheet 1)
Pencils

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.05.a.i: Demonstrate the personal characteristics to maintain a positive self-concept.
PS.1.B.05.a.i: Develop strategies to balance family, school, and community roles.
PS.1.C.05.a.i: Demonstrate personal characteristics of a contributing 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.

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 6. Discover and evaluate patterns and relationships in information, ideas, and structures

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	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
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 1. Explain reasoning and identify information used to support decisions

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 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
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):

Lesson 1: Counselor will assess student understanding of self-concept through critique of their collages and presentations.
Lesson 2: Counselor will observe students' contributions to the group project to assess student ability to contribute to their classroom and school activities.
Lesson 3: Counselor will monitor student-generated list of strategies to keep balance in their lives. Counselor will monitor student worksheets to target students who might need more help with understanding how to balance life roles.

Brief Summary of Unit:
This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one's life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.

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Unit Goals:
Students will demonstrate personal characteristics necessary for developing positive self-concepts and for becoming contributing members of the school community. The will also learn strategies to balance life roles.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge of group roles.
Knowledge of life roles people have.
Knowledge of what self-concept means.
Knowledge of what characteristics contribute to the school community.

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Unit #1 Title: I Understand Me

Lesson Title: Finding the Positive **Lesson** 1of 3

Grade Level: 5

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.05.a.i: Demonstrate the personal characteristics to maintain a positive self concept
PS.1.C.05.a.i: Demonstrate personal characteristics of a contributing 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.

Materials (include activity sheets and/ or supporting resources)

Magazines, poster board, scissors, glue sticks, markers

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 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
	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

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 (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas

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	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		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence):

Counselor observes students' abilities to choose positive self-concept visuals for their collage project, and in preparation for the next lesson, observes students' abilities to work cooperatively within a group.

Lesson Preparation

Essential Questions: How does positive self-concept help students contribute to the school community?
Engagement (Hook): Art project: Counselor dress up as an artist (for example wear beret, smock, etc)…say: "Today I am (art teacher/famous artist) and we are going to create works of art for the hallways in our school.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Organize art materials. Introduce yourself as the "Famous Artist"	1. Students meet the "famous artist".
2. Briefly introduce the topic of self-concept.	2. Students share initial understandings of "self-concept."
3. Explain to students that they will work in cooperative groups and use magazine cutouts to create a collage that represents characteristics of positive self- concept.	3. Students move to small groups and get organized to create collages. Students listen and ask questions for clarification.
4. Direct each group to assign a member to write down examples of how the pictures on the collage demonstrate positive self-concept.	4. Students discuss elements of their collage within their small group.
5. Monitor cooperative groups and encourage discussion among group members.	5. Students work cooperatively.
6. Give 5-minute time warning and help the	6. Students complete their group collage and

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groups transition to clean up and storage of group collages.	assist with clean up.
7. Collect collages and store them for use in the follow-up lesson when the collages will be discussed.	7. Students assist with storing supplies.

Teacher Follow-Up Activities

Display the completed collages until the next class period and ask the students to journal:
1. What do they see in the collages that represent characteristics of a positive self-concept?
2. What characteristics do they have that demonstrate a positive self-concept?

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: I Understand Me

Lesson Title: Keep Finding the Positive **Lesson** 2 of 3

Grade Level: 5

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.05.a.i: Demonstrate the personal characteristics to maintain a positive self concept
PS.1.C.05.a.i: Demonstrate personal characteristics of a contributing 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.

Materials (include activity sheets and/ or supporting resources)

Completed Self Concept Collages from Lesson #1, a set of index cards for each group that identifies and defines group roles (leader, presenter, recorder, encourager, timekeeper, & collector)

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 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
	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

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 (such as storytelling, debates, lectures, multi-media

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		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		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence):

Counselor will critique how students are able to explain how group roles were applied to the cooperative group work in their previous lesson (PS1-Gr5-Unit1-Lesson1).
Counselor will critique students' explanation of how their collage choices demonstrated positive self-concept.

Lesson Preparation

Essential Questions: How does positive self-concept help students contribute to the school community?

Engagement (Hook): Use cooperative learning role titles (reporter, recorder, timekeeper, leader, collector, & encourager). Prepare a set of flash cards for each group that describes each role. Each set should include the following cards: Leader, Presenter, Recorder, Encourager, Timekeeper, and Collector.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Have students return to the cooperative group assignments determined in Lesson 1, and give each group a deck of role cards. DO NOT DISTRIBUTE "PRESENTER" CARD.	1. Return to the cooperative group assignment determined in Lesson 1 as they enter the room.
2. Use role cards to discuss roles the members "took on" during Lesson 1.	2. Students discuss their roles in the previous lesson.
3. Explain role cards and ask students to analyze which students "took on" each role during the previous lesson.	3. Students help determine which role each group member played.

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4. Distribute the role card to the identified member. Counselor distributes Presenter cards and explains the presenter role, then, directs students to choose a presenter in preparation to report their work on the Self-Concept Collages.	4. Group members will choose a presenter from students who were not given a role card.
5. Counselor defines criteria for group presentation of the Self-Concept Collages (role assignments, explanation of their collage choices).	5. The group recorder will write down the group's ideas.
6. Counselor facilitates discussion of group reporting.	6. Groups will discuss their collage and explain how their choices demonstrate positive self-concept. The group presenter will utilize the recorders' notes to explain how the groups' collages demonstrate positive self-concept.

Teacher Follow-Up Activities

Display the completed collages in "an art gallery display" and ask them to once again journal:

1. What do they see in the collages that represent characteristics of a positive self-concept?
2. What characteristics do they have that demonstrate a positive self-concept?

Compare journal entries completed after lesson 1 to journal entries completed after lesson.

Counselor reflection notes (completed after the lesson)

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Created by: S. Hiatt, K. Churchman, J. Evans

Group Role Cards

(Can be pasted to index cards and used as flash cards to learn about group roles or as badges to identify those roles in the group)

Leader • organized the group • planned how to format the collage • helped us share supplies helped others understand what to do	**Recorder** • wrote down the group's ideas • kept a record of the group's work
Presenter • reports the group's ideas and work to others	**Time Keeper** • keeps the group on task and moving • monitors group time and lets others know how much time is left
Encourager • keeps the group motivated • compliments members on their work • compliments members on good group behavior	**Collector** • gathers group materials • returns group materials

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Created by: S. Hiatt, K. Churchman, J. Evans

Unit #1 Title: I Understand Me

Lesson Title: Are You Balanced? **Lesson** 3 of 3

Grade Level: 5

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.05.a.i: Develop strategies to balance family, school, and community roles.

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)

Balance Scales (borrowed from math or science departments)
Small blocks or other manipulatives to weigh on scales
"Am I Balanced?" worksheets and pencils
Poster or chart paper and 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 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 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 1. Explain reasoning and identify information used to support decisions

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
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will complete the worksheet and brainstorm strategies to keep their lives more balanced.

Lesson Preparation

Essential Questions: What does it mean to have balance in your life? How does having balance in a person's life affect them?

Engagement (Hook): Have balance scales on tables and ask, "What do you think we are going to do today? *Hint: It has to do with different roles that students have."*

Procedures

Instructor Procedures:	**Student Involvement:**
1. Place balance scales on tables before class begins. Ask students to guess what the scales will be used for today.	1. Students will guess how the scales will be used in the lesson.
2. Distribute the worksheets and explain directions: Students are to list their involvement, activities, etc. in each of the categories boxes, and write the numbers on the "Total" line. Offer examples that can be written in each section to get students started.	2. Students complete the worksheets to visualize their life roles.
3. Distribute manipulatives to weigh on the balance scales. Students should get one manipulative for each item listed on their worksheet.	3. Students will total the items listed on their worksheets.
4. Explain to students how the scales work.	4. Students will use the scales to compare the "weight" of each life role area on their worksheets.
5. Direct students to use the scales and weights to compare different life roles. For example say: Weigh your friendship activities and	5. Students will verbalize strategies to balance life roles.

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your family responsibilities on each side of the balance. What do you see? Where do you spend more/less time? With family or with friends? How balanced are your life roles as you compare these two areas?	
6. End the lesson by asking students to brainstorm strategies to balance life. Record their list on a poster.	6. Students brainstorm strategies to balance life.

Teacher Follow-Up Activities

Give the list of strategies to the teacher to display in the classroom. Monitor the students during the lesson and consider targeting individuals who seem to need help with balance for individual or small group counseling.

Counselor reflection notes (completed after the lesson)

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Created by: S. Hiatt, K. Churchman, J. Evans

Am I Balanced?

Community Involvement
(Extracurricular activity)

Total:_____

Friendship Activities

Total:_____

My Needs:

Total:_____

School Commitments

Total:_____

Family Responsibilities

Total:_____

Add all of your totals. What changes would make your life more balanced? What changes would help you better meet your needs? Write your answers on the back of this paper.

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, D. Parr

Unit #1 Title: Friendship is the Perfect Blendship **Grade Level:** K

Number of Lessons in Unit: 4

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Any time of year

Lesson Titles:

Lesson # 1: How Does a Friend Act?
- Materials/Special Preparations Required
  - 2 puppets
  - Student Activity Sheet
  - Writing Utensil for each student

Lesson # 2: How Do I Act Like a Friend?
- Materials/Special Preparations Required
  - 2 puppets
  - Activity Sheet cut into scenarios
  - Friendship song

Lesson # 3: How We Are Alike And Different
- Materials/Special Preparations Required
  - 2 clear glasses
  - One half pint of white milk
  - One can of caramel colored soda
  - Chart paper and marker or chalkboard with chalk
  - Teacher Activity Sheet
  - Stand Up Sit Down song

Lesson #4: Feeling Faces
- Materials/Special Preparations Required
  - Puppet
  - 4 Basic Feeling Faces Sheet
  - Student Activity Cards
  - Feelings poem

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with Others in Ways that Respect Individual and Group Differences

Grade Level Expectation(s):

PS.2.A.0K.a.i: Demonstrate how to be a friend.
PS.2.B.0K.a.i: Identify similarities and differences between self and others.
PS.2.C.0K.a.i: Identify feelings of others.

American School Counselor Association National Standard (ASCA):

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Personal/Social Development A: Students will acquire 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 2. Conduct research to answer questions and evaluate information and ideas
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
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved 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

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
X	Mathematics	3. Data analysis, probability and statistics
	Social Studies	
X	Science	3. Characteristics and interactions of living organisms
	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.
Teacher and Counselor will observe student behaviors that indicate awareness of similarities and differences between self and others, respectful friendship skills, and ability to recognize the feelings of others.

Brief Summary of Unit:
Students are introduced to friendship by focusing on things friends say and do. Children are introduced to differences between themselves and their classmates. They are also guided to be aware of the ways they are like their classmates. The students are guided to act out the four basic feelings, and then given instruction on how to tell what others are feeling by watching facial expressions.

Unit Goals: Students will learn how to behave and speak like a friend, be aware of similarities and differences between classmates, and identify feelings of others.

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

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Students need to have been introduced to basic feelings, and have some knowledge of the concepts of alike and different.

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Unit #1 Title: Friendship Is The Perfect Blendship

Lesson Title: How Does A Friend Act? **Lesson** 1 of 4

Grade Level: K

Length of Lesson: 30 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.0K.a.i: Demonstrate how to be a friend

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)

2 puppets, Student Activity Sheet, pencils for the students

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 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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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 successfully complete the Student Activity Sheets.

Lesson Preparation

Essential Questions: How does a friend act?

Engagement (Hook): Bring in two puppets. Introduce them as Juan and Jill. Show the puppets fighting and hitting each other, one grabbing at a toy to keep it away from the other puppet. Ask the children, "Show thumbs up if you think these two are acting like good friends." Wait for the response from the children. Next show the puppets being kind to each other. Ask the children, "Show thumbs up if Juan and Jill are acting like good friends." Wait for response from children. Then say, "Today, Jill and Juan are going to help us learn about friends."

Procedures

Instructor Procedures:	**Student Involvement**
1. Counselor says, "Hold up your thumb. You will hold up your thumb when I tell about something a friend would do. Point your thumb down. You will point your thumb down when I tell about something a friend would NOT do."	1. Children follow directions.
2. Counselor says, "Juan shares his cookies with Jill. Would a friend do that?"	2. Children show thumbs up.
3. Counselor says, "Jill says, "Thank you, Juan!' Would a friend do that? Show thumbs!"	3. Children show thumbs up.
4. Counselor says, "Juan gets mad at Jill for playing with Travon. He hits Jill. Would a friend do that?"	4. Children show thumbs down.
5. Counselor says, "Juan sees that Jill falls down at recess. He goes over to help her up. Would a friend do that?"	5. Children show thumbs up.
6. Counselor says, "Jill pushes Juan out of line so she can be first. Would a friend do that?"	6. Children show thumbs down.

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7. Counselor says, "Jill goes to the bathroom. She runs down the hall and crashes into another student. Would a friend do that?"	7. Children show thumbs down.
8. Counselor says, "Juan is angry because he doesn't get to play with the truck at recess. He is crying. Jill goes over and pats him on the back and tells him she is sorry he is sad. Would a friend do that?"	8. Children show thumbs up.
9. Counselor says, "Juan hits Tom for taking a ball away from him at recess. Would a friend do that?"	9. Children show thumbs down.
10. Counselor says, "Jill tells Juan that his picture is really neat. Would a friend do that?"	10. Children show thumbs up.
11. Counselor says, "Juan tells Jill he likes her and is glad she is his friend. Would a friend do that?"	11. Children show thumbs up.
12. Counselor picks two students to come up. Each child takes a puppet. Counselor says, "What would good friends say to each other? _____(name the child holding Juan), what is a good friend thing Juan could say to Jill?" Affirm correct response or guide child to an appropriate response. Then say, "_____, (name of child holding Jill), what is a good friend thing Jill could say to Juan?" Affirm correct response or guide child to an appropriate response.	12. Children respond appropriately.
13. Counselor says, "Give Jill to another student who is sitting 'criss-cross applesauce, spoons in the bowl' and has been listening. Give Juan to another student who is sitting 'criss-cross applesauce, spoons in the bowl' and has been listening."	13. Children respond appropriately.
14. Continue with this procedure until all children have had an opportunity being a puppet and saying kind things.	14. Children continue demonstrating appropriate responses.

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15. Counselor shows puppets being kind to each other and saying nice things. Counselor says, "You have helped Juan and Jill learn what a friend does. Now you are going to get a paper to do at your desk to show me how much you have learned. Go to your seat and sit down."	15. Children go to their seats.
16. Counselor hands out the Student Activity Sheets and demonstrates /directs students to write their names at the top.	16. Students write their names.
17. Counselor says, "You will circle the picture if it shows what a friend would do, draw an "X" on the picture if it shows something a friend would not do."	17. Students circle the three pictures that show what a friend would do, draw an "X" on the picture that shows the children fighting.
18. Counselor collects the papers.	

Teacher Follow-Up Activities

Teacher can review pictures with the children and discuss skills needed for a friendship.

Counselor reflection notes (completed after the lesson)

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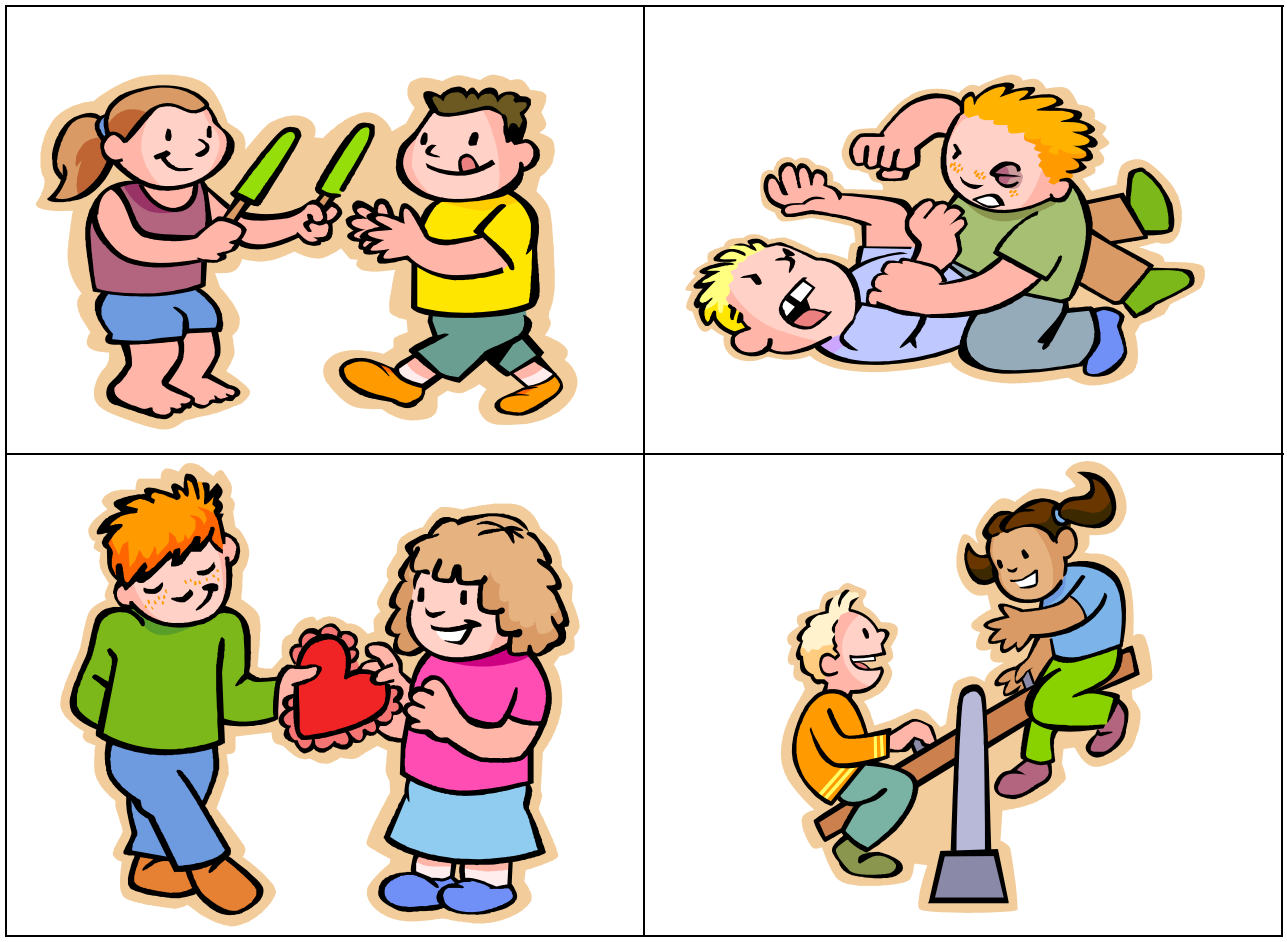
Student Activity Sheet

Name_____



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Unit #1 Title: Friendship Is The Perfect Blendship

Lesson Title: How Do I Act Like A Friend? **Lesson** 2 of 4

Grade Level: K

Length of Lesson: 30 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.0K.a.i: Demonstrate how to be a friend.

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)

2 puppets, Activity Sheet Cut into scenarios, Friendship song

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 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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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 role play the Activity Sheets scenarios to demonstrate how to be a friend

Lesson Preparation

Essential Questions: How does a person act when they want to make a friend?

Engagement (Hook): Bring in the two puppets from the previous lesson. Say, "Raise your hand if you remember Juan and Jill. They helped us learn some things friends do. Today we are going to learn some more about friends."

Procedures

Instructor Procedures:	**Student Involvement**
1. Counselor says, "Hold your thumb up. You will hold your thumb up when you see one of the friends in this class act like a good friend. "	1. Children follow directions.
2. Counselor says, "I have some things written on slips of paper in this box. When you are chosen, you will come up here and take a slip of paper out of the box. I will read it to you and you will tell me what a good friend would do. Then you will choose the next friend to come up and draw a slip of paper. "	2. Children listen and look at counselor.
3. Counselor chooses a child. Child comes up and draws a slip of paper. Counselor reads the scenario. (If the child cannot appropriately respond, guide the student to the correct response.)	3. Child demonstrates how to be a friend.
4. Counselor asks the class to show thumbs up if the child responded like a good friend.	4. Children show thumbs up.
5. Counselor directs the student to pick another child to come and draw a slip of paper.	5. Children respond appropriately.
6. Procedure is repeated with the entire class.	6. Children respond appropriately.

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7. End lesson by singing, “If You’re Friendly And You Know It”.	7. Children sing, “If You’re Friendly And You Know It”.

Teacher Follow-Up Activities

Practice singing, “If You’re Friendly And You Know It”

Counselor reflection notes (completed after the lesson)

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Role Play Scenarios

Someone needs a red crayon and you have two. What would a good friend do?
Someone falls down at recess. What would a good friend do?
Someone's shoe comes untied and they can't tie shoes but you can. What would a good friend do?
Someone doesn't know how to find the nurse's office and you know where it is. What would a good friend do?
Someone knocks all the crayons off the table. They are trying to pick them up. What would a good friend do?
Someone can't open the door to the classroom. You can. What would a good friend do?
You have a friend come over to your house. You only have 1 cookie and you really want to eat it all. What would a good friend do?
You have a friend come over to your house. You just got a new toy and you really want to play with it. Your friend wants to play with it, too. What would a good friend do?
Your friend falls down and scrapes their knee at recess. They are bleeding. What would a good friend do?

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Someone right behind you in line to get a drink is REALLY thirsty. You are a little thirsty but not as thirsty as they are. What would a good friend do?
The teacher is trying to explain something to the class. You need to get a drink. What would a good friend do?
Someone sitting next to you can't open his or her snack. You can. What would a good friend do?
You are walking down the hall and you see one of your classmates crying. What would a good friend do?
Someone needs some scissors and you are finished using yours. What would a good friend do?
Someone is really trying as hard as they can to color nicely. You look at their paper. What would a good friend say?
Someone gives you a piece of candy. What would a good friend say?
You really like to play with one of your friends because they always share. What would a good friend say?
Someone asks you if you would like to have a cookie. You don't like the kind of cookie they want to give you. What would a good friend say?
You get mad at one of your friends. What would a good friend say?

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The friend who sits next to you always forgets to raise your hand. What would a good friend do and say?
The friend who sits next to you always tries to talk to you while the teacher is talking. What would a good friend say and do?
Someone tells you they are not going to be your friend anymore. What would a good friend say?
Someone pushes you down at recess. What would a good friend say?
You see someone running down the hallway at school. What would a good friend say?
Someone cuts in front of you in line. What would a good friend say?
Someone doesn't have any glue. You have some glue. What would a good friend do?
Someone can't zip their coat. You can. What would a good friend do?
There is trash on the floor all around your desk. What would a good friend do?
Someone is waiting to swing on one of the swings at recess. You have been swinging all recess long. What would a good friend do?
You hang up your coat in the closet and the coat next to yours falls down. What would a good friend do?

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Friendship

Written by Annie Moffatt

(Sung to the tune of "If You're Happy And You Know It, Clap Your Hands")

If you're friendly and you know it
Say, "I'll help"
If you're friendly and you know it
Say, "I'll help"
If you're friendly and you know it
Then your friends will say
You show it
If you're friendly and you know it
Say, "I'll help"
If you're friendly and you know it
Say, "I'll share"
If you're friendly and you know it
Say, "I'll share"
If you're friendly and you know it
Sharing is the way to show it
If you're friendly and you know it
Say, "I'll share"
If you're friendly and you know it
Say kind words
If you're friendly and you know it
Say kind words
If you're friendly and you know it
Being kind will always show it
If you're friendly and you know it
Say kind words

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, D. Parr

Unit #1 Title: Friendship Is The Perfect Blendship

Lesson Title: How We Are Alike and Different **Lesson** # 3 of 4

Grade Level: K

Length of Lesson: 30 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.0K.a.i: Identify similarities and differences between self and others.

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)

2 clear glasses, 1 half-pint carton of white milk, 1 can of caramel colored soda, chart paper and marker or chalkboard with chalk, Teacher Activity Sheet, Stand Up Sit Down Song

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
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
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

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
X	Mathematics	3. Data analysis, probability and statistics
	Social Studies	
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Instructors observe while students line up by their similarities and differences.

Lesson Preparation

Essential Questions: How am I alike my friends? How am I different from my friends?

Engagement (Hook): "Look at these two glasses. They are the same. Look at this carton. What is inside of it? (Call on students who have raised their hands to give guesses.) Let's open this carton and pour what is inside in this glass. (Demonstrate.) What's inside? (Milk.) Raise your hand if your guess was correct. Look at this can. What do you think is inside of it? (Call on students who have raised their hands to give guesses.) Let's open this can and pour it into the other glass. What was inside? (Soda.) Raise your hand if your guess was correct."

Procedures

Instructor Procedures:	**Student Involvement**
1. Counselor says, "Let's think about how the milk and the soda are alike. I am going to draw a glass of milk here and a glass of soda here. See how they are connecting? (Draw the glasses like a Venn diagram with space where they connect.) We are going to put a mark here [in the connecting space] for every way we can think of that shows how milk and soda are the same. How are they the same?" {Possible answers: drinks, taste good, pour them, they go in glasses, liquids, etc} As children give plausible answers, make tally marks in the area the glasses connect.	1. Children follow directions and brainstorm ways they are the same.
2. Counselor says, "Now, let's think of ways the milk and soda are different." Counselor writes the word 'DIFFERENT' on the board. "Who can tell me how they are different?" {Possible answers: milk's white, soda is brown; milk is not carbonated, soda is; milk is from a cow, soda is made by man; milk has fat, soda has sugar; some people think milk is healthy for you, most people agree soda is not so	2. Children raise their hands and offer suggestions.

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healthy for you; milk is good for your teeth, soda is bad for you teeth; etc.} As the children give plausible differences, the counselor puts tally marks under the word 'DIFFERENT' on the board.	
3. Look at and discuss how many tally marks were made; how milk and soda are the same in some ways and different in others.	3. Children participate in the discussion.
4. Counselor says, "Now we are going to see how we are the same as each other and how we are different from each other. Stand up if you like pizza. Look around. Did everyone stand up? [Say either: "Yes, because we all think pizza is tasty!" OR "No, some people do not like pizza and that's OK!"]	4. Children who like pizza stand up.
5. Counselor says, "If pepperoni pizza is you favorite pizza, sit down. Did everyone sit down? [Validate children's choices.]	5. Children sit down who like pepperoni pizza best.
6. Counselor says, "If cheese pizza is your favorite pizza, sit down. Did everyone sit down? [Validate children's choices.]	6. Children who like cheese pizza best sit down.
7. Counselor calls on children who are left to tell their favorite pizza, then sit down.	7. Children participate appropriately.
8. Counselor says, "Did we all like pizza? Did we all like the same kind of pizza? Is one pizza better than another? NO! Some people just like one kind of pizza more and THAT'S OK! We are alike because we like pizza and we are different because we like different types of pizza."	8. Children participate appropriately.
9. Counselor says, "Stand up if you have hair. Does everyone have hair? Sit down if you have dark colored hair. Did everyone sit down? NO! Sit down if you have light colored hair. Did everyone sit down? Yes! We are alike because we have hair. We are all different because our hair is different colors. Is one color better than another?	9. Children participate appropriately.

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NO! Different is not bad it is just DIFFERENT!"	
10. Continue with all choices on the Teacher Activity Sheet.	10. Children participate appropriately
11. End the Lesson by summing up how children are alike and different, and singing the "Stand Up Sit Down Song".	11. Children participate appropriately

Teacher Follow-Up Activities

Call children to line up by ways they are the same and different (color of eyes, boys and girls, blonde hair, etc.).

Counselor reflection notes (completed after the lesson)

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Teacher Activity Sheet

Ice Cream	chocolate	vanilla
Eyes	blue	brown
Cookies	oatmeal	chocolate chip
Skin	dark	light
Cake	chocolate	yellow
Candy	chocolate bars	suckers
Child	boy	girl
Clothes	pants	skirt or dress
Shoes	tennis shoes	boots
Popsicles	cherry	grape
Hair	long	short
School, like best:	recess	lunch
Recess	swing	basketball
Lunch	bring from home	school lunch
Color	favorite is red	favorite is blue
See	wear glasses	don't wear glasses
Legs	two legs	"We all have two legs!!!!"
Ears	two ears	"We all have two ears!!!!"
Nose	one nose	"We all have one nose!"

Be Sensitive to individual differences in the group.

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Stand Up Sit Down Song

Written by Annie Moffatt
(Sung to the tune of Old MacDonald Had A Farm)

In this class there are some kids,
We are all alike,
We look different, yes, it's true
Different things we like.

Will the boys stand up?
Will the girls stand up?
Boys down,
Girls down,
We are kids all around

In this class there are some kids
We are different too!

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Unit #1 Title: Friendship Is The Perfect Blendship

Lesson Title: Feeling Faces **Lesson** 4 of 4

Grade Level: K

Length of Lesson: 30 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.0K.a.i: Identify feelings of others.

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)

Puppet, 4 Basic Feeling Faces, Student Activity Card Strips, Feelings poem

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
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
	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	
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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Lesson Assessment (acceptable evidence):

Students will complete the basics feelings activity sheet.

Lesson Preparation

Essential Questions: How can you tell what others are feeling?

Engagement (Hook): "Today our friend Emo (short for emotions) is going to help us learn a poem about feelings. Listen to Emo and repeat each line after he says it." The second time the children say the poem, put up the feeling cards as the children talk about that feeling in the poem. Say the poem with the children one more time, pointing to the feeling card as the feeling is discussed.

Procedures

Instructor Procedures:	**Student Involvement**
1. Counselor says, "Emo is going to pick a friend to come up here. That friend must be sitting 'criss-cross applesauce, spoons in the bowl' to be chosen." Emo whispers the name of one of the children to the counselor. Counselor says, "Emo picked _____(say name of child) for sitting so nicely."	1. Children are watching as the chosen child comes to the front.
2. Counselor says to chosen child, "You are going to reach into this bag and pick out one of these pieces of paper. On the paper is something that might happen to you."	2. Children watch as the child picks a piece of paper out of the bag.
3. Counselor says, "Give the paper to me. Emo and I will whisper what it says to you. Keep it a secret and don't tell!"	3. Children watch as Emo and the Counselor read the card and whisper what it says to the child.
4. Counselor says, "Now _____ will act out the feeling he/she would have if the thing that was written on the paper really happened. Watch his/her face and decide which of these feelings you see."	4. Children watch as the child acts out the feeling.
5. Counselor says, "What was he/ she feeling? Was he/she feeling (hold up 1 finger) mad? Was he/she feeling (hold up 2 fingers) sad? Was he/she feeling (hold up 3 fingers) happy? Was he/she feeling (hold up 4 fingers) afraid?"	5. Children watch and hold up fingers as the counselor demonstrates.

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6. Counselor says, "_____, act out your feeling again. Class, which feeling was it?"	6. Children hold up the appropriate number of fingers to designate the correct feeling.
7. Counselor says, "Yes, the feeling was _____. The piece of paper said: ----------. That would make most of us feel _____. How could you tell he/she was feeling _____? " Counselor calls on several different children.	7. Children raise their hands to answer the question.
8. "Emo wants to know how her/his face told you the feeling he/she was acting out? What clue did you get?" Counselor calls on several children.	8. Children raise their hand to answer.
9. Counselor says, "_____ will pick another friend to come and act out the next feeling. That friend must be sitting 'criss-cross applesauce, spoons in the bowl' to be chosen!"	9. Children sit correctly to be chosen.
10. Procedure is repeated with all the scenarios on Student Activity Cards (or any you would like to add). Emphasis should be placed on how the face gives away how people feel.	10. Children follow directions.
11. End by having the children say the poem again.	11. Children recite the poem.

Teacher Follow-Up Activities

Teacher may have the children illustrate a feeling of their choice. The children could draw a picture showing themselves when they felt angry, sad, happy, afraid.

Counselor reflection notes (completed after the lesson)

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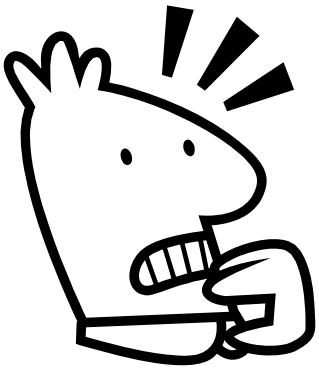
OPTIONS: Counselors could make a set of feeling flash cards, laminated and held together by a metal ring for each child to use (instead of having children hold up fingers, they could show the feeling card). These could also be enlarged for display on the board.

4 Basic Feelings

1. Mad	2. Sad
3. Happy	4. Afraid 

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Student Activity Strips

Your favorite toy gets broken.
Your friend pushes you.
You are having a birthday party.
You are going on a trip.
Your pet dies.
Your mother is sick.
You get a new video game.
You are going to a movie.
Your friend tells you they don't like you anymore.
Your teacher gives you some candy.
Your mom and dad get into a fight.
Someone hits you.

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Feelings

Written by Annie Moffatt

Sometimes I feel sad,
Sometimes I get mad,
Then before you know it
My face begins to show it.

Sometimes I feel happy,
Then I'm nice and snappy,
Singing all day long
My face, a happy song.

Other days, afraid I feel,
Some things that scare me are not real,
Like a monster by my bed,
The scary thoughts are in my head.

On days when I am feeling mad,
Everything seems really bad,
When my temper gets real hot,
I want to fight but I must not!

Watch my face and you will see
Feelings deep inside of me
Happy, scared, or mad, or blue
My face it always gives a clue

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Unit #1 Title: Elementary Interactions **Grade Level:** 1

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Any time of year would be appropriate; however, it might be helpful to do it first semester since it introduces positive ways to express feelings.

Lesson Titles:
Lesson # 1: Friendship Line Dancing
Materials/Special Preparations Required
One Puppet
Enough space for students to stand in two lines facing each other.

Lesson # 2: Same and Different
Materials/Special Preparations Required
White board, chalk board, or chart paper and appropriate writing utensil

Lesson # 3: Express Yourself!
Materials/Special Preparations Required
Express Yourself Song
Express Yourself Handout

Missouri Comprehensive Guidance Standard:
PS.2: Interacting with Others in Ways that Respect Individual and Group Differences

Grade Level Expectation(s):
PS.2.A.01.a.i: Demonstrate the ability to be a friend.
PS.2.B.01.a.i: Identify similarities and differences among students within the school community.
PS.2.C.01.a.i: Express feelings effectively, both verbally and non-verbally

American School Counselor Association National Standard (ASCA):
Personal/Social Development
A: Students will acquire 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 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems

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X	Goal 4: Make decisions and act as responsible members of society 7. Identify & 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	
	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.
Students will demonstrate various friendship skills with a partner.
Students will be able to name ways they are alike and different from their peers.
Students will be able to express their feelings appropriately through class discussion and a handout.

Brief Summary of Unit:
Students will practice friendship skills with one another. Students will discuss how they are the same and different from others at school. Students will be expressing their feelings in appropriate ways.

Unit Goals:
Students will be able to communicate effectively with others by learning friendship skills, understanding similarities and differences, and also practicing different emotional expressions.

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 have to have a basic understanding of friends. Students will need to be able to identify a variety of feelings.

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Unit #1 Title: Elementary Interactions

Lesson Title: Friendship Line Dancing **Lesson** 1 of 3

Grade Level: 1

Length of Lesson: 20-30 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.01.a.i: Demonstrate the ability to be a friend.

American School Counselor Association National Standard (ASCA):
Personal/Social Development

A. Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

Materials (include activity sheets and/ or supporting resources)

One puppet.
Enough space for students to stand in two lines facing each other.

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 2. Review and revise communications to improve accuracy and clarity 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

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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: Students will demonstrate various friendship skills with a partner.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook):
Counselor asks puppet why he is feeling bad. Puppet says that he is down because he is having difficulty keeping friends. Counselor lets puppet know that he's in luck because today we are going to be practicing ways of keeping friends.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor enters the classroom with puppet. Counselor asks the puppet why he looks sad today. Puppet says that he is having trouble keeping his friends. Counselor says that she/he is sorry that he is feeling sad but that the puppet is in luck because today we are going to practice ways of keeping friends.	1. Students will observe the short puppet interaction with the counselor.
2. Counselor divides the students into two groups and asks them to form two lines that will face each other.	2. Students stand up and form two lines facing each other.
3. Counselor states "I would like the people in the left line to shake hands and say "Hi, my name is _____?" to the person across from them in the right line.	3. Students in the left line would shake hands and talk to the students in the right line.
4. Counselor has the person in the right line say and do the same thing to the people in the left line.	4. Students in the right line would shake hands and talk to the students in the left lane.
5. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor asks the person in the left line to say 'How are you today?' with a smile. The person from the right line answers the	5. Students in the left lane slide one person to the right. Left line students ask the right line students the question of how they are today.

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question.	
6. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor has the person on the right pat the person on the left on the back and say, "Are you okay?" The person from the left side answers the question.	6. Students in the left lane slide one person to the right. Right line students ask the left line students if they are okay and pat them on the back.
7. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. The person on the left line asks the person on the right line, "Would you like to play with us?" The person on the right line says yes.	7. Students in the left lane slide one person to the right. Left line students ask the right line students if they would like to play with them. The students in the right line respond yes.
8. Counselor has students in the left line move to the end of the line and everyone in the left line moves to the right. The person in the right line asks the person in the left line "May I please borrow your markers?" Students in the left line say "yes".	8. Students in the left lane slide one person to the right. Right line students ask the right line students if they can borrow the person on the right line's markers. Students in the left line respond affirmatively.
9. If time permits, counselor can continue having the students practice various other friendship skills in the line.	
10. Counselor then states that today we learned that good friends introduce themselves to others, asks how they are doing, pats their friend on the back, invites them to play, and shares with them.	

Teacher Follow-Up Activities

Teacher will continue doing friendship activities with class and reminding them of the friendship skills when students seem to be having problems keeping their friends.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Elementary Interactions

Lesson Title: Same and Different **Lesson** 2 of 3

Grade Level: 1

Length of Lesson: 20-30 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.01.a.i: Identify similarities and differences among students within the school community.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

Materials (include activity sheets and/ or supporting resources)

White board and markers or chalkboard or chart paper

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

Enduring Life Skill(s)

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

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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 able to name ways they are alike and different from their peers.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor has class do a song regarding similarities and differences to the tune of "If You're Happy".

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor has the class form a circle sitting on the carpet. The counselor says that they are going to do an activity that goes to the tune of "If You're Happy and You Know It". Counselor is going to say, "If you're 6 years old and you know it, clap your hands. If you're 6 years old and you know it, clap your hands. If your 6 years old and you know it and your birth certificate shows it, if you're six years old and you know it clap your hands. If you're in first grade and you know it stomp your feet, if you're in first grade and you know it stomp your feet, if you're in first grade and you know it and your teacher really shows it, if you're in first grade and you know it stomp your feet. If you have blonde hair and you know it jump up and down, if you have blonde hair and you know it jump up and down, if you have blonde hair and you know it and people always stare, if you have blonde hair jump up and down. If you're wearing blue today wave your hand, if you're wearing blue today wave your hand, if you're wearing blue today and you only have nice things to say, if you're wearing blue today wave your hand. If you like to read and you know it, blink your eyes if you like to read and you know it, blink your eyes, if you like to read and you know it and you do so with some speed, if you like to read blink your eyes."	1. Class forms a circle and students participate in what the song says if that quality applies to them.

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2. Counselor asks the students if all of the parts of the song fit all of us? Which parts of the song did you notice did not fit everyone (i.e. hair color, clothing)? The parts of the song that fit all of us were the ways we are the same. The parts of the song that did not fit all of us were the ways we are different. Even though we are not the same in every way can we still be friends? Can we still have fun together?	2. Students will answer questions that the counselor asks regarding similarities and differences based on the song.
3. Counselor writes the words same and different on the white board. Counselor asks students to name ways we are the same and the ways that we are different. Counselor writes these ideas on the board. 4. Counselor concludes the lesson by reiterating that although we have similarities and differences, we can still get along with each other.	3. Students name ways that they are the same and different.

Teacher Follow-Up Activities

Teacher continues to remind students that although people are different they can still get along.

Counselor reflection notes (completed after the lesson)

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, D. Parr

Unit #1 Title: Elementary Interactions

Lesson Title: Express Yourself! **Lesson** 3 of 3

Grade Level: 1

Length of Lesson: 30 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.01.a.i: Express feelings effectively, both verbally and non-verbally.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

Materials (include activity sheets and/ or supporting resources)

Express Yourself Song
Express Yourself Worksheet

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 2. Review and revise communications to improve accuracy and clarity
	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)**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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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 able to express their feelings appropriately through class discussion and a handout.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook): Counselor will hook the students by having them in the circle singing the "Express Yourself" song to the tune of "London Bridges" and acting out the motions.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor will have the students form a circle standing up around the carpet.	1. Students will form a circle standing up around the carpet.
2. Counselor will introduce the students to the song by letting the know it is sung to the tune of "London Bridges" and let them know that they will not only be singing but also using hand motions. The counselor will sing the first verse to the song "Express Yourself" and do the hand motions. The counselor will ask the class to repeat after her. The counselor will sing the 2nd verse and have the class repeat after her. The counselor will continue singing each verse and having the students repeat after her.	2. Students will repeat each verse after the counselor and do the appropriate hand motions.
3. The counselor will then ask the students to go back to their desk/table and get out a pencil	3. Students will leave the circle and go back to their desk.
4. Counselor will hand each student the "Express Yourself Handout". Once each student has the worksheet, the counselor will read the directions with the class.	4. Student will receive handout and start working on it based on the directions.
5. Counselor will recap with students the importance of releasing their feelings in good ways that don't hurt themselves/others.	

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Teacher Follow-Up Activities

Teacher will follow up with students when she sees them having difficulty expressing their feelings.

Counselor reflection notes (completed after the lesson)

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Express Yourself Song

Written by Annie Moffatt

(Sung to the tune of "London Bridges Falling Down")

When I feel sad I write in a journal, write in a journal, write in a journal, when I feel sad I write in a journal; whenever I feel sad.
(Counselor and students pretend like they're writing in air)

When I feel happy, I like to smile, I like to smile, I like to smile, when I feel happy I like to smile; whenever I feel happy.
(Counselor and students put a big smile on their faces)

When I feel worried, I think good thoughts, I think good thoughts, I think good thoughts, when I feel worried, I think good thoughts; whenever I feel worried.
(Counselor and students point to their temple on their head)

When I feel proud, I pat myself on the back, pat myself on the back, pat myself on the back, when I feel proud I pat myself on the back; whenever I feel proud.
(Counselor and students pat themselves on their own backs)

When I feel mad, I count to 10, count to 10, count to 10, when I feel mad, I count to 10; whenever I feel mad.
(Counselor and students count to 10 with their hands)

When I feel loved, I give good hugs, give good hugs, give good hugs, when I feel loved, I give good hugs; whenever I feel loved.
(Counselor and students give themselves their own personal hug)

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, D. Parr

Express Yourself Handout

Please circle the best way to express yourself for each feeling

If you're feeling mad, you should or Count to 10 1,2,3,4,5,6,7,8,9,10

If you're feeling loved, you should or

If you're feeling sad, you should or

If you're feeling happy, you should or

Smile Laugh in class

If you're feeling worried, you should or

If you're feeling proud, you should or

Brag to everyone or Pat yourself on back

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Unit #1 Title: Individual and Group Differences **Grade Level:** 2

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Prior to winter vacation

Lesson Titles:

Lesson # 1: Acting Out Respect and Compromise
Materials/Special Preparations Required
2 puppets, chalk, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks.

Lesson # 2: Family Traditions
Materials/Special Preparations Required
Song about traditions
Family Traditions handout

Lesson # 3: Be a Problem Solving Star
Materials/Special Preparations Required
STAR Problem Solving Steps handouts

Missouri Comprehensive Guidance Standard:
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation(s):
PS.2.A.02.a.i: Identify and demonstrate the interpersonal skills needed to make and keep a friend.
PS.2.B.02.a.i: Identify similarities and differences among families and their traditions.
PS.2.C.02.a.i: Identify the steps of solving problems and conflicts with others.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
A: Students will acquire 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 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
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.

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	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.
	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 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	

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 use the puppets to practice friendship skills.
Student will be able to discuss the school and family traditions that he/she takes part in.
Student will be able to complete Family Tradition worksheet accurately.
Students are able to use STAR to solve common problems in the classroom.

Brief Summary of Unit:
Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method.
Students will learn about their family traditions.

Unit Goals:

1. Students will identify and demonstrate the interpersonal skills needed to make and keep a friend.
2. Students will learn about their family traditions.
3. Students will identify the steps to solve a problem.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
The students will need to know how to be a friend.
The students will need to be familiar with similarities and differences.
Students having knowledge about feelings would be helpful.

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Unit #1 Title: Individual and Group Differences

Lesson Title: Acting Out Respect and Compromise **Lesson** 1 of 3

Grade Level: 2 **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.A.02.a.i: Identify and demonstrate the interpersonal skills needed to make and keep a friend.

American School Counselor Association National Standard (ASCA):
Personal and 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)

2 puppets, chalk, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks.

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 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.

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	
	Fine Arts	

Enduring Life Skill(s)

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

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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 practice friendship skills using the puppets.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Begin the lesson by using two puppets to illustrate inappropriate ways of interacting with others, such as, shoving, shouting, pushing, and not sharing. Ask students if they would like to play with these "friends," and if not, why not?

Procedures

Instructor Procedures:	**Student Involvement:**
1. Using the puppets, ask students: What are some ways that we show others that we want to be their friend?	1. Students respond with answers such as, we share, listen, keep secrets, no fighting, and being kind to each other.
2. Write responses on the chalkboard.	2. Students review the responses.
3. Ahead of time, make a puppet using the paper bag, yarn, and markers. a. Give each student a bag and yarn. b. Students get out their markers and glue (for the yarn) to complete the puppets.	3. Students use the brown paper lunch bags to make puppets to practice friendship skills.
4. The instructor divides the students into pairs and gives them the following situations to act out with their partner. a. Name your puppet and introduce your puppet to your partner's puppet. b. Tell your partner puppet something you like to do. c. Tell your partner about your family. d. Make up your own idea.	4. Students practice friendship skills with their partner's puppet.

Teacher Follow-Up Activities

The teacher encourages students to use appropriate friendship skills at all times.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Individual and Group Differences

Lesson Title: Be a Problem Solving Star **Lesson** 3 of 3

Grade Level: 2

Length of Lesson: 20-30 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.02.a.i: Identify the steps of solving problems and conflicts with others.

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)

STAR problem solving steps handouts

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
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	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

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Lesson Assessment (acceptable evidence):

Students are able to use STAR to solve common problems in the classroom.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem-solving using the STAR steps

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is. What do you do with a math problem?	1. Students respond that it is a math problem, and you answer it or solve it.
2. Counselor selects a student to come up and solve the math problem.	2. A student volunteer solves the math problem.
3. Counselor introduces the STAR steps for problem solving, giving each student a copy of the handout. Counselor talks about each of the items and elaborates. • **S** = Stop, when you have a problem you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • **T** = Think, take time to think about possibilities, and what could happen with each one. • **A** = Act, take the action you think is best for the situation. • **R** = Review, think about the choice you made, look it over and if you don't like the way it turned out go back and think again.	3. Students look at the handout as the counselor explains the problem-solving steps
4. Counselor demonstrates how to use the STAR problem-solving steps to solve the math problem on the board, and then tells students that these same steps can be used to solve other problems we face every day.	4. Students listen and ask questions for clarity.

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5. Counselor gives an example of a problem, such as not being able to find a pencil, and takes the class through the STAR process to solve the problem, asking students for input along the way.	5. Students participate in deciding what to do for each of the STAR steps.
6. Counselor names other common problems such as forgotten lunch money or homework, etc. and has students participate in discussing how STAR can help solve the problems.	6. Students actively participate in using STAR to solve common problems.
7. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.	7. Students offer ideas and participate.
8. Counselor asks students to name other common conflicts, and then has students practice using STAR to solve the problems they have named.	8. Students as a group or in small groups practice using STAR to solve problems.

Teacher Follow-Up Activities

Teacher posts STAR problem-solving steps in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

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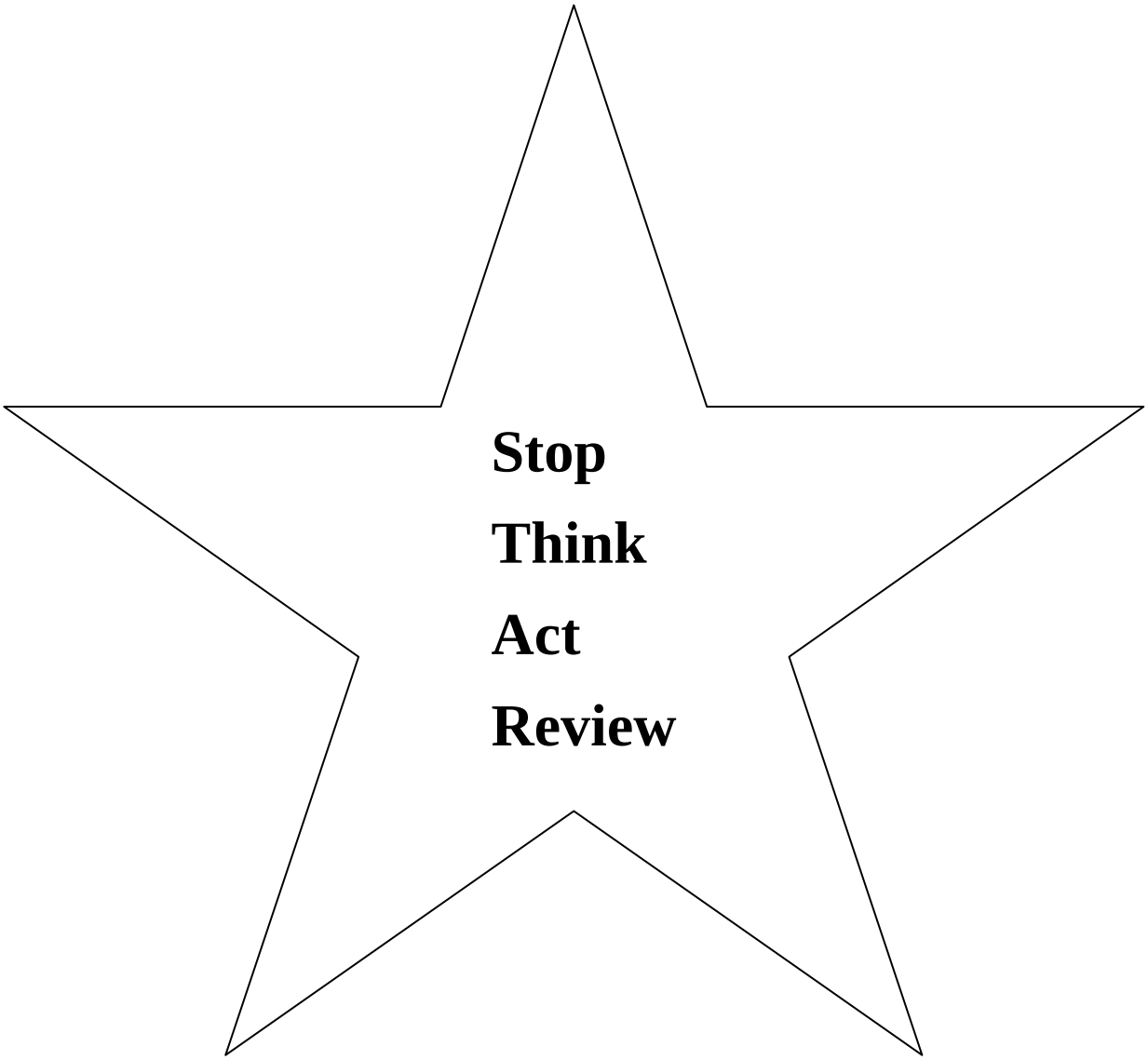
Be a problem-solving STAR



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Unit #1 Title: Individual and Group Differences

Lesson Title: Family Traditions **Lesson** 2 of 3

Grade Level: 2

Length of Lesson: 30 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.02.a.i: Identify similarities and differences among families and their traditions.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

Materials (include activity sheets and/ or supporting resources)

A symbol, picture or story regarding family traditions (e.g. a pickle ornament that is hidden on the tree each year; a dreidel that is used to play the "dreidel game" on the first night of Hanukah, or a kinara that holds the red, green, and black candles of Kwanzaa each year).

Family Tradition Activity Sheets

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

X	Goal 1: Gather, analyze and apply information and ideas 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
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 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	

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	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		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.
Performance activity: Student will be able to discuss the school and family traditions that he/she takes part in.
Student will be able to complete Family Tradition worksheet accurately.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor will show and, as appropriate, pass around the symbol(s) of a family tradition he or she brought to the class.

Procedures

Instructor Procedures:	**Student Involvement:**
1. After all students have had a chance to look at the symbol(s), the counselor will ask students to hypothesize about the meaning of the chosen symbol(s). When students have had an opportunity to make a number of guesses, the counselor will tell students the story of the meaning of the symbol(s) in his or her family.	1. Students will offer their ideas about the meaning of the symbol.
2. Counselor will ask students to explain what tradition means and then help define it for them (i.e. custom, ritual, habit, practice). Counselor will ask the students to name traditions that happen in their school.	2. Students will raise their hands and share what they think tradition means. Students will also share what traditions that they see in their school.
3. Counselor will share with students some traditions that their family participates in.	3. Students will share traditions that exist in their family.
4. Counselor will ask students to think of some traditions that exist in his or her family. Counselor will then get students to focus on some family traditions that they	4. Students will share traditions that their family participates in. Students' will then focus on what traditions their family has during the winter.

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have during the winter. Counselor will then discuss Ramadan, Christmas, Hanukah, and Kwanzaa. Some families based on their religious beliefs do not participate in any celebrations during the winter months.	
5. Counselor will hand out Family Traditions worksheets and go over the directions with the students.	5. Students will cut out pictures and paste them under the appropriate heading.

Teacher Follow-Up Activities

Teacher may do a writing activity with the students using Family Traditions as a prompt.

Counselor reflection notes (completed after the lesson)

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FAMILY TRADITIONS

Different families have different traditions. Some families traditionally celebrate one of the following holidays during the winter months.

KWANZA **HANUKAH**

RAMADAN **CHRISTMAS**

ONE OF MY FAMILY'S TRADITION S:

_____

_____

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PLEASE CUT THESE PICTURES OUT BELOW AND PASTE THEM UNDER THE APPROPRIATE HOLIDAY.

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Unit #1 Title: Respecting Individual and Group Differences **Grade Level:** 3

Number of Lessons in Unit: 4

Time Required for each lesson: 20-30 Minutes

Best time of year to implement this Unit: Any time of year

Lesson Titles:

Lesson # 1: Communicating with "I Messages", Part 1
- Materials/Special Preparations Required
  - 2 puppets
  - Script for negative scenario
  - Script for positive scenario using "I Messages" (sample scripts are provided)

Lesson # 2: Communicating with "I Messages", Part 2
- Materials/Special Preparations Required
  - Copies of "I Messages" handout (sample provided) for each student

Lesson # 3: Celebrate Your Culture
- Materials/Special Preparations Required
  - Drawing paper or poster paper
  - Drawing materials (for optional activity)

Lesson # 4: Be a Problem Solving Star
- Materials/Special Preparations Required
  - Copies of Star Problem Solving steps handout for each student

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with others in ways that respect individual and group differences

Grade Level Expectation(s):

PS.2.A.03.a.i: Identify the interpersonal skills necessary to build quality relationships.
PS.2.B.03.a.i: Recognize and respect the differences between personal culture and other cultures.
PS.2.C.03.a.i: Apply the steps of solving problems and conflicts with others.

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
X	Goal 2: Communicate effectively within and beyond the classroom

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	2. Review and revise communications to improve accuracy ad clarity
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 7. Evaluate the extent to which a strategy addresses the problem
	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	
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.
Students will be able to recognize and use "I Messages" when interacting with others.
Students will be able to identify their own culture's customs and those of others, and be respectful toward them.
Students will be able to use the STAR problem solving steps when they are faced with problems and conflicts

Brief Summary of Unit:
Students will learn positive ways to interact with others and solve problems through the use of "I Messages" and the Star problem solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.

Unit Goals:

1. Students will recognize and begin to use "I messages" to communicate in ways that build and maintain relationships.
2. Students will recognize and respect the differences between their own personal culture and the culture of others.
3. Students will learn the STAR problem solving method and use it to solve problems and conflicts.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
A knowledge of how to make and keep friends would be helpful
Some knowledge of their family's cultures and traditions would be helpful

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, and D. Parr

Unit #1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with "I Messages", Part 1 **Lesson** 1 of 4

Grade Level: 3

Length of Lesson: 20-30 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.03.a.i: Identify the interpersonal skills necessary to build 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)

2 Puppets, script for a negative scenario, script for a positive scenario using "I messages"

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

	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
	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 7. Evaluate the extent to which a strategy addresses the problem
	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	
	Fine Arts	

Enduring Life Skill(s)

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

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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 are able to recognize and use "I messages" in a practice activity in the second lesson.

Lesson Preparation

Essential Questions: What does a quality (positive) relationship look like and how is it maintained?

Engagement (Hook): Puppet dialogue illustrating negative communication between friends (see scripts, page 4)

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor begins with puppet dialogue hook depicting an argument typical of the age grade (see script of negative scenario).	1. Students watch negative puppet scenario.
2. Counselor asks students to describe what happened in the scenario.	2. Students talk about the dialogue they watched.
3. Counselor asks what will probably happen next.	3. Students offer ideas and discuss whether this friendship can be saved.
4. Counselor asks what could have been done differently to prevent losing a friend.	4. Students offer ideas.
5. Counselor presents a new puppet dialogue between the same friends demonstrating the use of "I messages."	5. Students watch scenario.
6. Counselor asks students to describe why the second scenario had a more positive outcome.	6. Student discussion.
7. Counselor points out the use of "I messages" in the second dialogue and tells the students about "I messages."	7. Students listen.
8. Counselor ends the lesson by telling students that next time they will learn more about "I messages."	8. Students listen.

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Teacher Follow-Up Activities

Teacher models and encourages the use of “I messages” during the next week.

Counselor reflection notes (completed after the lesson)

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"I Messages" Scenarios

Scenario #1 – Negative interaction

This scenario is a puppet dialogue of an argument between two friends, Amy and Mary.

Amy: You invited Shelly to your house. That's not fair. I invited you over last week.

Mary: So what? I can do what I want!

Amy: You're supposed to be my friend, so why didn't you invite me?

Mary: I wanted to play with somebody different.

Amy: I hate you!

Scenario #2 – Positive interaction using "I Messages"

This scenario is similar to the first one, but is more positive and demonstrates the use of "I messages"

Amy: When I heard you invited Shelly to your house instead of me, I felt angry.

Mary: I didn't mean to make you feel angry. I found out Shelly collects butterflies and I wanted to show her my mom's butterfly collection.

Amy: We've been friends a long time. I felt left out when you didn't invite me, too.

Mary: I still think of you as my best friend, but I want to make new friends, too.

Amy: OK. It makes me feel better to know we're still friends.

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Unit #1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with "I Messages", Part 2 **Lesson** 2 of 4

Grade Level: 3

Length of Lesson: 20-30 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.03.a.i: Identify the interpersonal skills necessary to build 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)

"I messages" handout

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

	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
	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 7. Evaluate the extent to which a strategy addresses the problem
	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	
	Fine Arts	

Enduring Life Skill(s)

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

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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 are able to use "I messages" and tell how they can be applied to everyday situations.

Lesson Preparation

Essential Questions: What happens when someone doesn't talk about their feelings with others?

Engagement (Hook): Remind students of previous lesson involving puppets. Tell students that I this lesson they will learn more about putting "I messages" to use for themselves.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor reminds students of previous lesson and briefly reviews what they did.	1. Students listen and add ideas.
2. Counselor talks about "I messages" and tells students how they can let others know their feelings.	2. Students listen
3. Counselor distributes copies of "I messages" handouts to students. Students take turns helping to read the handout.	3. Students volunteer to read portions aloud
4. Counselor and students brainstorm situations where "I messages" could be useful in communicating with others. A list is developed on white board/ chalkboard/ or chart paper.	4. Students participate in brainstorming activity.
5. Counselor directs students to pair up and practice using "I messages" with some of the situations from the list they developed.	5. Students pair up and each pair selects a situation from the list to use for practice in using "I messages."
6. Counselor asks students to share what happened during their practice and how this can be applied to everyday life.	6. Students participate in discussion.

Teacher Follow-Up Activities

Teacher models and encourages the use of "I messages"

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Counselor reflection notes (completed after the lesson)

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"I Messages"

When communicating with others, it is important to be honest in what you say. It is also important to say things in a way that get your message across without sounding mean, hurtful, or accusing. "I Messages" are one good way to do this.

"I Messages" show that you:

- Own your feelings
- Own your opinions
- Are honest in your expressions

When using "I Messages" you speak from your own point of view. Using "I" instead of "WE," "YOU," or "THEY" takes ownership of the feelings and opinions you are trying to express to others. For example, saying, *"You spoiled everything when you told the class I won the trophy last weekend"* sounds like someone is accusing or blaming. Using "I Messages" instead would sound more like this: *"When you told everyone my exciting news, I felt cheated because I wanted to tell them myself."*

"I Messages" can be used anywhere: at school and at home, with friends and with family.

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Unit #1 Title: Respecting Individual and Group Differences

Lesson Title: Celebrate Your Culture **Lesson** 3 of 4

Grade Level: 3

Length of Lesson: 20-30 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.03.a.i: Recognize and respect the differences between personal culture and other cultures.

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)

Drawing paper or poster board and drawing materials for optional activity

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
	Goal 2: Communicate effectively within and beyond the classroom
	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	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		Problem Solving
	Courage		Compassion	X	Tolerance

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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 able to identify their own culture's customs and those of others.

Lesson Preparation

Essential Questions: What happens when someone shows another person respect?
Engagement (Hook): Counselor mentions a recent celebration in his/her family and their special customs for the event

Procedures

Instructor Procedures:	**Student Involvement:**
1. The counselor begins by telling the class about a recent celebration event in his/her family (wedding, anniversary, birthday, holiday, etc.) and shares a special family custom for the event, such as the birthday person eating from a special plate, or a special food that is served for the occasion.	1. Students listen.
2. The counselor asks students to share some special occasions/events observed by their families/neighborhoods, and special activities/traditions connected with the event (wedding customs, etc.).	2. Students volunteer to tell about special occasions/events and customs.
3. The counselor leads a discussion including the various customs, and relates them as part of the students' family culture.	3. Students participate in discussion.
4. Counselor expands the discussion to include community, state, and/or national events and customs (fireworks on Independence Day, turkey for Thanksgiving, etc.).	4. Students continue to participate in discussion.
5. Optional activity: Have students draw a picture of a special event in their family culture, and one from the culture of the community or country then share with the class or display in hallway or on bulletin board.	5. (Optional) Students will draw and display a picture of a special event in their culture and their country or community.

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Teacher Follow-Up Activities

Teacher will display student drawings or posters, and throughout the year will relate various celebrations and events to culture.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Respecting Individual and Group Differences

Lesson Title: Be a Problem Solving Star **Lesson** 4 of 4

Grade Level: 3 **Length of Lesson:** 20-30 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.03.a.i: Apply the steps of solving problems and conflicts with others

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)

STAR problem solving steps handouts

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
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	
	Fine Arts	

Enduring Life Skill(s)

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

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Lesson Assessment (acceptable evidence):

Students are able to use STAR to solve common problems in the classroom.

Lesson Preparation

Essential Questions: How do others react when someone doesn't take responsibility for their own behavior? What happens when they do take responsibility for their own behavior?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem-solving using the STAR steps

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is. What do you do with a math problem?	1. Students respond that it is a math problem, and you answer it or solve it.
2. Counselor selects a student to come up and solve the math problem.	2. A student volunteer solves the math problem.
3. Counselor introduces the STAR steps for problem solving, giving each student a copy of the handout. Counselor talks about each of the items and elaborates. • **S** = Stop, when you have a problem you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • **T** = Think, take time to think about possibilities, and what could happen with each one. • **A** = ACT, take the action you think is best for the situation. • **R** = Review, think about the choice you made, look it over and if you don't like the way it turned out go back and think again.	3. Students look at the handout as the counselor explains the problem-solving steps
4. Counselor demonstrates how to use the STAR problem-solving steps to solve the math problem on the board, and then tells students that these same steps can be used	4. Students listen and ask questions for clarity.

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to solve other problems we face every day.	
5. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.	5. Students participate in deciding what to do for each of the STAR steps.
6. Counselor asks students to name other common conflicts, and then has students divide into pairs or small groups to practice using STAR to solve the problems they have named.	6. Students as a pair or in small groups practice using STAR to solve problems.

Teacher Follow-Up Activities

Teacher posts STAR problem-solving steps in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

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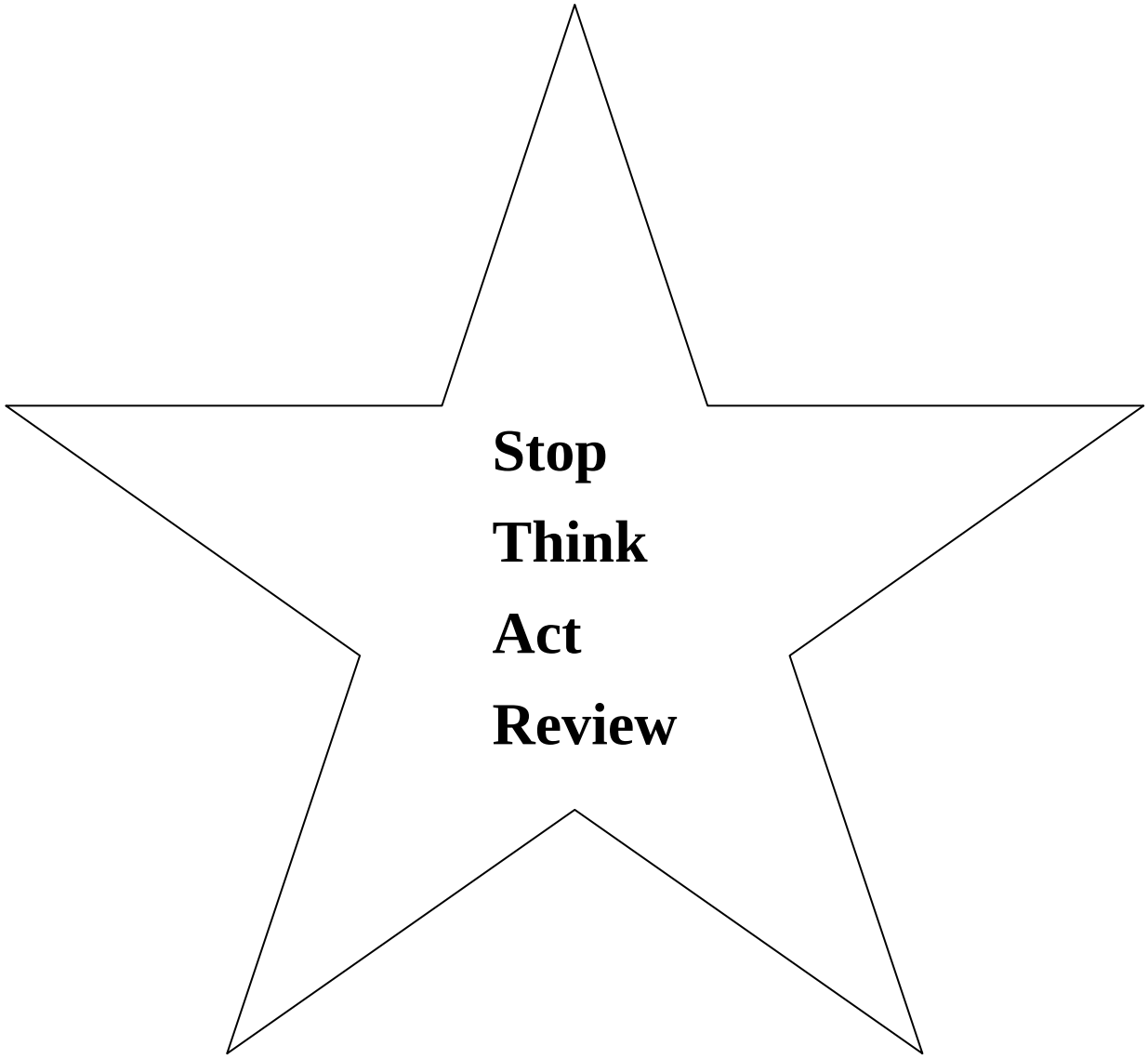
Be a problem-solving STAR



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Unit #1 Title: What Does it Take to Get Along With Others? **Grade Level:** 4

Number of Lessons in Unit: 6

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What Does Respect Look Like in School?
- Materials/Special Preparations Required:
  - Handout: Respect: Is It Worth It For Me?

Lesson 2: What Does Respect Look Like at Home?
- Materials/Special Preparations required:
  - Handout: Respect Within the Family – Report Card

Lesson 3: Respect for All Kinds of People Inside and Outside the School
- Materials/Special Preparations Required:
  - The Diversity Puzzle handout
  - A "CARE" chart or poster about:
  - *DEALING WITH HUMAN DIVERSITY:*
    - **C**ollaboration
    - **A**cceptance
    - **R**espect, and
    - **E**mpathy.

Lesson 4: Similar and Different
- Materials/Special Preparations required:
  - Chart paper for Venn Diagram
  - Dealing With Diversity: The CARE Poster:
    - Collaboration, Acceptance, Respect, and Empathy

Lesson 5: Talk it Over and Work It Out: Compromise!
- Materials/Special Preparations Required
  - List of childhood case situations
  - Counselor-made poster: "STAR Steps in Problem-Solving:"
    - Stop, Think, Act, Reflect.

Lesson 6: Tic Tac Toe, Get Off My Toes
- Materials/Special Preparations required:
  - Tic Tac Toe floor game (made out of shower curtain)
  - X's and O's signs made of construction paper.
  - Typical elementary school situations

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

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Grade Level Expectation(s):
PS.2.A.04.a.i: Demonstrate respect for others' personal opinions and ideas.
PS.2.B.04.a.i: Recognize and respect diverse groups within the school and community.
PS.2.C.04.a.i: Identify and practice the skills used to compromise in a variety of 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 others.

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 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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a 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 work and in the workplace 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 7. Identifying and evaluating relationships between language and culture
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	
	Health/Physical Education	

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	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.

Complete this summative assessment at the end of the unit:

1. Students will be divided in small groups and presented with case situations.
2. Student groups will assess if each situation conveys respect or disrespect, and, if the latter, how things could have been done differently.
3. Students will reflect on the causes and consequences of disrespect in each case.

Brief Summary of Unit: The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.

Unit Goals: Foster students' understanding of self as a social individual and as a member of diverse local and global communities.

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

Students should be able to:

- Identify most verbal and nonverbal emotions
- Identify the behavioral consequences of those emotions
- Know a variety of social skills and manners
- Understand and apply basic steps to problem solving.

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Unit #1 Title: What Does it Take to Get Along With Others?

Lesson Title: What Does Respect Look Like in School? **Lesson** 1 of 6

Grade Level: 4

Length of Lesson: 30 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.04.a.i: Demonstrate respect for others' personal opinions and ideas

American School Counselor Association National Standard (ASCA):
Personal / Social Development

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

Handout: Respect: Is It Worth It For Me? (Attached below)
Scrap paper for secret ballot to select the three most respectful students in the classroom
Pencils (one per student)

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 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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a 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 work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self

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	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
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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity		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.

Students will be able to conceptualize the value of respect for self, and give examples and non-examples. For non-examples, describe how things could've been done differently.
Students will be able to conceptualize the value of respect for others, and give examples and non-examples. For non-examples, describe how things could've been done differently**.**
Students will be able to role-play facial expressions and sounds of respect and disrespect.

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a human need?
- How important is it to respect others the way we need to be respected ourselves?
- What does a quality relationship looks like & how is it maintained?

Engagement (Hook):

Students are given an extreme make-believe situation where they are appointed i.e., as ambassadors of the US somewhere abroad, or recruited to go to war overseas, and they must leave everything behind, in the hands of a "respectable" agent. By secret ballot, students will select the most respectable students in their classroom. Students help tally the votes for boys and for girls.

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Procedures

Instructor Procedures:	**Student Involvement:**
1. Introduce the purpose of the lesson and specific vocabulary.	1. Students put away their work and quietly await instructions.
2. Ask students to conceptualize the meaning of the word "respect." Discuss the word "respectable."	2. Students listen attentively and answer the counselors' questions, as appropriate.
3. Give students directions to vote for the most respectable student in the classroom. Distribute the secret ballots. Select two students to tally the votes and present the 2nd runner up, the 1st runner up, and then the absolute winner. Ties are allowed.	3. Students receive their secret ballot and vote for the one student they consider most respectable and respectful to manage their affairs while they are outside the US.
4. Ask students to describe what "respect" looks like? • With your eyes • With your words • With your heart • With your actions.	4. Designated students tally the votes.
5. How could you show disrespect? • With your eyes • With your words • With your heart • With your actions	5. Students answer the counselors' questions, as appropriate.
6. Distribute the "respect" survey and pencils (one per student)	6. Students place a folder in front of their survey, for privacy, and fill out the survey – 1 answer per item.
7. Help students interpret the results.	7. Students score the survey under the counselor's directions.
8. Conduct a group discussion - Questions and answers. Ask students what would be the situation of their belongings if their "agent" were not respectable?	8. Students participate in-group discussions about the concept and importance of respect.

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Teacher Follow-Up Activities

In subjects such as social studies and communication arts, teachers pinpoint to situations involving respect or disrespect, and promote group discussions including correctives if necessary.
Teachers praise bibliographical and historical characters that are respectable and respectful.
Teachers have a "Good Manners" table or corner in the classroom, designated to discuss and sort out situations involving disrespect.

Counselor reflection notes (completed after the lesson)

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, D. Parr

Name: _____ Date: _____ Grade: _____

Respect is the ability to recognize, appreciate, and celebrate your value and uniqueness and the value, uniqueness, and autonomy of others.

RESPECT: IS IT WORTH IT FOR ME?

Give only one answer per line. Be Honest!

RESPECT IN SCHOOL:	**Regularly**	**Sometimes**	**Never**
1. I follow the rules whether I like them or not.			
2. I follow teacher's directions because they are helpful.			
3. I respect authority. Authority figures have a hard job to do.			
4. I am punctual. I respect the time of others.			
5. I respect good hygiene: I bathe and brush my hair and teeth, and I wear clean clothes every day.			
6. I respect the truth and I tell the truth even if it gets me in trouble.			
7. I don't poke or push friends. I believe that true friends show respect to each other and to other people.			
8. I know I can earn respect for myself by being polite, helpful, and considerate of others.			
9. I do not to judge or criticize other people. Otherwise, I won't be able to respect them.			
10. I do not tease, laugh, or ridicule anyone, because I don't want anyone to do that to me.			
11. I show consideration and compassion for people who are disabled or different from me.			
12. I do not like to see other people being mistreated; that's why I do not laugh at rudeness or impolite people.			
13. I remember that the best way to show respect is by observing good manners and by the way I act.			
14. I know that respect can be shown with my eyes. I avoid rolling my eyes or giving dirty looks to others.			
15. I can show respect with my heart, by appreciating and celebrating other people and creatures.			
16. I know one more way to show respect to myself and to others: With the words I say.			
TOTAL: Add each column			

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SCORING: (KEEP YOUR SCORE PRIVATE AND PERSONAL)

- If you answered "Regularly" to at least 90% of the items, then give yourself an "A" and pat yourself in the back: You are already a respectful person.
- If you answered "Sometimes" to at least 70% of the time, you are on your way to becoming a respectful and respectable person. Keep improving!
- If you answered "Never" to 50% or more of the items, then start working on your ability to respect others.

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, D. Parr

Unit #1 Title: What Does it Take to Get Along With Others?

Lesson Title: What Does Respect Look Like at Home? **Lesson** 2 of 6

Grade Level: 4

Length of Lesson: 30 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.04.a.i: Demonstrate respect for others' personal opinions and ideas

American School Counselor Association National Standard (ASCA):
Personal / Social Development

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

Handout: "Family Respect Report Card." (Attached below)
Pencils (one per student)

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 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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a 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 work and in the workplace 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	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.
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity		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.

- Students will be able to conceptualize the value of respect for self, and give examples and non-examples. For non-examples, describe how things could have been done differently within the family or the community.
- Students will be able to conceptualize the value of respect for family and community members, and give examples and non-examples. For non-examples, describe how things could've been done differently**.**
- Individual students will be able to role-play facial expressions and sounds of respect and disrespect towards family and community members.
- Pairs of students will be able to role-play behaviors of respectful and disrespectful family members.

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a need within the family?
- Is there a need to be respected by our family?
- How important is it to respect family members the way we need to be respected ourselves?
- What is the meaning and use of respect within the family?
- How could respect be maintained within the family?

Engagement (Hook):

Show a selected portion of a movie such as "Cheaper by the Dozen"

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Procedures

Instructor Procedures:	**Student Involvement:**
1. Introduce the purpose of the lesson	1. Students put away their work and quietly await instructions.
2. Ask students to review the meaning of the word "respect"	2. Students listen attentively and follow the counselor's directions, as appropriate.
3. Show an appropriate portion of the movie.	3. Students place a folder in front of their report for privacy. Students fill out the report – 1 answer per item.
4. Distribute the "Family Respect Report Card" pencils (one of each per student)	4. Students score the report card under the counselor's directions
5. Lead students in discussing why respect is important within the family	5. Students participate in-group discussions about the concept and importance of respect within the family.
6. Ask students to describe what "respect" looks like within the family? • With the eyes • With words • With the heart • With actions.	
7. How could disrespect be shown within the family? • With the eyes • With words • With the heart • With actions	
8. Group discussion - Questions and answers.	

Teacher Follow-Up Activities

- Listen to students' stories about family situations that may upset students. Promptly refer them to the school counselor if necessary.

When classroom readings show situations where respect is compromised, promote a group discussion and brainstorm possible correctives.

Counselor reflection notes (completed after the lesson)

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, D. Parr

Name: _____ Date: _____ Grade: _____

"Giving and receiving respect is the greatest gift within our family." Confucius

RESPECT WITHIN THE FAMILY – REPORT CARD

Give only one answer per line. Mark with an "X." Be Honest!

RESPECT WITHIN THE FAMILY:	**Regularly**	**Sometimes**	**Never**
1) At home, we have family rules that everyone respects.			
2) I respect my parent's authority whether it comes from mom or dad.			
3) I listen to my parents' advice and directions. My family and I can get in trouble if I do not listen.			
4) I talk respectfully to my parents.			
5) The grown ups and the teenagers at my home respect the law and the authority figures.			
6) I leave my siblings alone when they need private time.			
7) I always ask for permission before using my relatives' toys or belongings.			
8) My family respects my body by helping me stay healthy.			
9) I respect my bedtime, because it's good for me to have a good night sleep.			
10) I do not make noise when my relatives are sleeping or are sick, or even when they are studying for a test.			
11) I treat my relatives as if they were as important as I am. My relatives treat me the same way.			
12) I speak politely to all the people who live in my house, and I do not like to shout or hear cuss words.			
13) When I make a mistake, I show respect by accepting fault, instead of blaming my brother or sister.			
14) I respect my relatives' feelings and they respect my feelings as well. We show compassion to each other.			
15) I help with cleaning chores and I also pick up my room.			

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16) Home is where I relax and have peace. My family avoids shouting arguments or fights for small stuff.			
TOTAL: Add each column			

SCORING: (KEEP YOUR SCORE PRIVATE AND PERSONAL)

- If "Regularly" was the answer to at least 90% of the items, then your family and you value respect.
- If "Sometimes" was the answer at least 70% of the time, you and you family are on the way to valuing respect, but still have ways to go. Keep improving!
- If "Never" was the answer to 50% or more of the items, then you and your family should try to start working on improving mutual respect! Talk nicely to your family about it. Ask your school counselor for guidance.

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Unit #1 Title: What Does it Take to Get Along With Others?

Lesson Title: Respect for All Kinds of People Inside and Outside the School **Lesson** 3 of 6

Grade Level: 4

Length of Lesson: 30 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.04.a.i: Recognize and respect diverse groups within 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 self and others

Materials (include activity sheets and/ or supporting resources)

The Untangle Game

The Diversity Puzzle handout

Soft colored crayons (optional).

Make a large CARE chart or a mini-poster as follows:

DEALING WITH DIVERSITY

Collaboration

Acceptance

Respect, and

Empathy.

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 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved

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	problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	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.

- Students will list and describe some human differences existing in the school
- Students will list and describe some human differences existing outside the school
- Students will be able to discuss their observations and experiences about human similarities and differences.

Lesson Preparation

Essential Questions:

Why is important to recognize individual and group similarities and differences in the school?

Why is important to recognize individual and group similarities and differences in the community?

Why is it important to learn to deal with human diversity

What is the advantage of emphasizing similarities over differences

Engagement (Hook):

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THE UNTANGLE GAME (Directions attached at the end).

Procedures

Instructor Procedures:	**Student Involvement:**
1. Form groups of 8 to 10 students. Play the untangle game. (See directions below). After the first group has successfully finished, dissolve the groups.	1. Students put away their work and await instructions.
2. Request and provide feedback for this activity.	2. Groups of about 8 students play the untangle game.
3. Introduce today's lesson and review/teach vocabulary: Collaboration, empathy, trust, similarities, differences, stereotype, and antagonistic.	3. Students participate by listening attentively and reflecting and answering questions at the counselor's prompt.
4. Distribute the "Diversity Puzzle" handout. Have students answer the questions in small groups.	4. In small groups, students answer and solve the diversity puzzle.
5. A group discussion about diversity and respect follows.	5. Students listen attentively and participate in the group discussion.
6. Introduce/teach the acronym CARE as a way of dealing with diversity. Discuss as a group.	6. Students color and cut their puzzle pieces. Later, a mixer game may be conducted in which students circulate and place one of their puzzle pieces on other student's puzzle.
7. If time allows, have students color, decorate, and then cut their puzzle pieces. Provide a plastic bag to keep the pieces.	

Teacher Follow-Up Activities

- Teacher assigns an essay related to diversity (could be a personal experience or reflections related to the "Diversity Puzzle")
- The classroom has a "Good Manners" table for students to discuss and reflect issues pertaining to diversity.
- Teacher can go back and play the diversity puzzle again and again.

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Counselor reflection notes (completed after the lesson)

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THE UNTANGLE GAME

Divide the class into groups of 8 or 10 (must be an even number). Form one group only if space is limited. Standing facing one another in a circle, instruct each student to grab the right hand of a student across from (not next to) him or her. Next, join left hands with a different person. Then, try to untangle without anyone letting go or falling down.

Debriefing:

- What was this game experience like for you?
- How can you relate this to something in your life?
- Are there situations or relationships with other people that is hard to untangle?
- What factors make it difficult to untangle these relationships?
- How can we do a better job of fixing tangled relationships?

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, D. Parr

THE DIVERSITY PUZZLE

People like different ways of having fun. List three different leisure activities in your community:

_____
_____
_____

List three languages that belong to people who may be different from you, but still need food, safety, and friends:

_____
_____
_____

How do you feel towards others who are different from you? Check all the boxes that apply:

- ☐ I would rather hang out with people like me.
- ☐ People who are different scare me
- ☐ I find different people interesting
- ☐ I can learn a lot from other people
- ☐ I respect people who are different from me, and I give them a chance
- ☐ Mom would say: What are you doing with these people?

List three different countries whose people like to be treated with respect:

_____
_____
_____

List three different feelings that both, disabled and fully able people may experience at times:

_____
_____
_____

List ways in which children may be different from each other:

_____
_____
_____

People choose different ways of making a living. List five occupations that people around you, who are different from you, may have:

_____
_____
_____
_____
_____

Check the gender below whose members need education to thrive, and money to survive:

- ☐ Male
- ☐ Female

Check the box(es) that indicate people who need good friends:

- ☐ Children
- ☐ Adults
- ☐ Elderly

Name three professionals whose members may help you no matter the color of their skin or your skin:

_____
_____
_____

NAME: _____ DATE: _____ GRADE: _____

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Unit #1 Title: What Does it Take to Get Along With Others?

Lesson Title: Similar and Different **Lesson**4 of 6

Grade Level: 4

Length of Lesson: 30 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.04.a.i: Recognize and respect diverse groups within 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 self and others

Materials (include activity sheets and/ or supporting resources)

Chart paper or board – appropriate markers

Make a large CARE chart or a mini-poster as follows:

DEALING WITH DIVERSITY

Collaboration

Acceptance

Respect, and

Empathy.

Abraham Maslow's Hierarchy of Needs for Kids

Optional: Venn-diagram handout for students to work in pairs comparing each other.

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 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved

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	problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	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.

- Students should be able to explain how we are all as similar as we are different.
- Students should list and describe some evident similarities and differences existing in their school and community.
- Students will build understanding by discovering each other's similarities.

Lesson Preparation

Essential Questions:

Why is important to recognize individual and group similarities and differences in the school?

Why is important to recognize individual and group similarities and differences in the community?

Why is it important to learn to deal with human diversity

What is the advantage of emphasizing similarities over differences

How could we build community based on our similarities?

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Engagement (Hook):
Choose one pair of volunteer students to come to the front of the class and model for a Venn diagram.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Introduce today's lesson and review/teach vocabulary: empathy, trust, similarities, differences, stereotype, and antagonistic.	1. Students put away their work and await instructions.
2. Call a pair of students to stand at the front of the class. Draw a Venn diagram on the board. If possible, select both mainstream and minority students to be compared.	2. Students participate by reflecting and answering questions.
3. Direct the students to compare and contrast the pair of students, by following these 17 guidelines: **a)** Eyes color, **b)** hair color, **c)** older/younger, **d)** tallest/ shortest, **e)** gender, **f)** favorite food, **g)** favorite music, **h)** favorite game, **i)** favorite movie, **j)** favorite pet, **k)** favorite TV program, **l)** favorite school subject, **m)** likes getting good grades, **n)** loves school, **o)** likes going to birthday parties, **p)** dislikes arguments, **q)** dislikes getting feelings hurt, **r)** likes humor and peace.	3. Students listen attentively and participate in the activity as prompted by counselor. Students offer their input and observations to fill out the Venn diagram. Students discuss the similarities and differences shown in the Venn diagram.
4. Introduce the Maslow's Hierarchy of Needs (Attached below) emphasizing that these needs are common to all humans everywhere.	4. As a group, students discuss what are more important, the similarities or the differences. Why?
5. Teach/review the acronym CARE (which stands for: **C**ollaboration, **A**cceptance, **R**espect, and **E**mpathy) as a way of dealing with diversity. Discuss as a group.	5. Students avoid any rude or offensive comments. Students discuss how each of these "CARE" ways can be applied in their own class group.

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6. If time allows, another pair of students may be Venn-diagrammed. Alternatively, use the optional Venn-diagram handout to work in cooperative groups.	6. Students work in pairs, comparing each other in the Venn diagram handout, and then share their results with the group. If time allows, the counselor will present to the whole class each group's diagram.

Teacher Follow-Up Activities

- Teacher assigns an essay related to similarities and differences within the classroom.
- The teacher or the counselor may use this Venn diagram approach to facilitate conflict resolution among students in the classroom.
- The classroom has a "Good Manners" table for students to discuss and reflect issues pertaining to diversity.

Counselor reflection notes (completed after the lesson)

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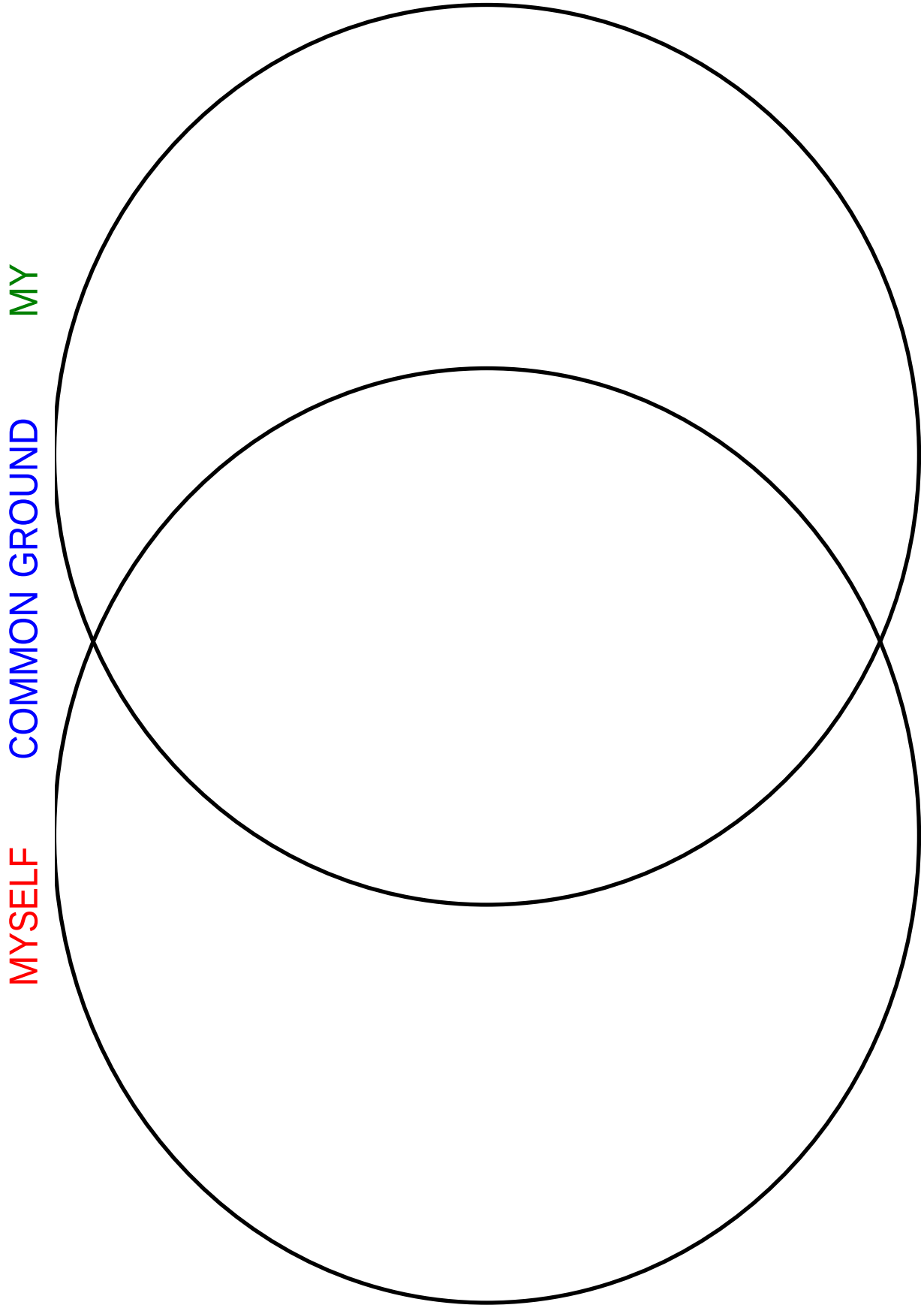

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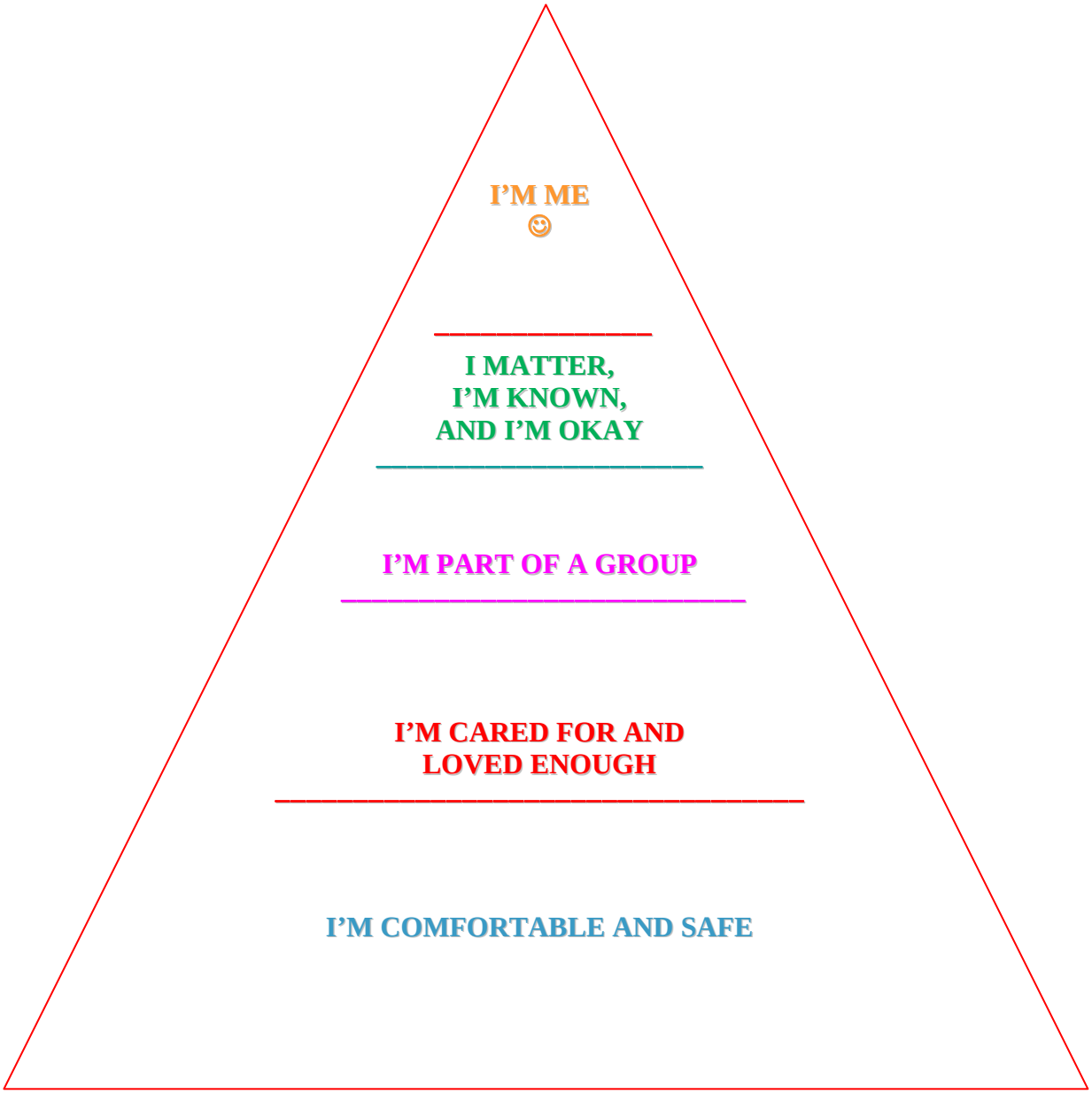
Abraham Maslow's Hierarchy of Needs for ALL Kids



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Unit #1 Title: What Does it Take to Get Along With Others?

Lesson Title: Talk it Over and Work it Out!: Compromise **Lesson** 5 of 6

Grade Level: 4

Length of Lesson: 30 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.04.a.i: Identify and practice the skills used to compromise in a variety of 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 self and others

Materials (include activity sheets and/ or supporting resources)

1. Counselor-made poster (to be left in each classroom for teacher and students' use). STAR Steps to solving conflict:
   - Stop (*Use self-control*)
   - Think (*Think about what's happening - Listen for feelings, brainstorm solutions*)
   - Act (*Talk it over & work it out – Choose & apply a win-win solution*)
   - Reflect (*Find out if the problem was solved – Do you need help?*).

2. List of examples of childhood conflict in school

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 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 5. Reason inductively from a set of facts and deductively from general premises. 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem

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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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	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		

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 should be able to describe the importance of recognizing conflict and taking steps to solving it.

Students should be able to role-play conflict situations and provide solutions involving compromise.

Students should be able to forecast the consequences of situations and decisions.

Lesson Preparation

Essential Questions:

- What does it mean to assume personal responsibility in relationships with others?
- Why is it important to recognize or forecast conflict?
- Why is it necessary to become aware that conflict is part of life?
- Why is it important to learn to deal with conflict and resolve conflict?

Engagement (Hook): Typical examples of childhood conflict (see list attached at the end). Have props, such as toy telephones and puppets, for pairs of students to role-play situations in the list attached. The class should provide solutions that involve compromise.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Introduce the topic, as well as new vocabulary: conflict, conflict-resolution,	1. Students put away their work and wait for instructions.

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compromise, equity, win-win solution.	
2. Teach the meaning of "Agreeing to meet half way" and "Agreeing to disagree." Explain the steps to solving conflict.	2. Students' participate by listening attentively and asking and answering questions
3. Ask students to give examples of situations where conflict may be involved.	3. Students take turns role-playing each type of typical childhood conflict. Students attempt to compromise by using the steps to solving conflict.
4. Have pairs of students role-play these situations or the situations in the list of childhood conflict in school (attached below).	4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.
5. Encourage students to use the STAR steps to solving conflict: • Stop (*Use self-control*) • Think (*Think about what's happening - Listen for feelings, brainstorm solutions*) • Act (*Talk it over & work it out– Choose/apply a win-win solution*) • Review (*Find out if the problem was solved – Do you need help?*).	
6. Ask students to give/receive feedback pertaining to the chosen solution.	

Teacher Follow-Up Activities

The teachers should place the steps to solve conflict in a prominent place in the classroom.
Teacher addresses conflict that may be present in regular academic projects.
Teachers have a "Good Manners" table in the classroom, designated to discuss, reflect, and sort out situations involving conflict.

Counselor reflection notes (completed after the lesson)

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TYPICAL SCENARIOS OF CHILDHOOD CONFLICT IN SCHOOL

(Have props, such as toy telephones and puppets, for pairs of students to role-play situations in this list. In small groups, students should provide solutions that involve compromise).

1. *To tell or not to tell:* You don't want your friends to think you are a snitch.
2. *Gossip*: Such and such said that you are all that.
3. *Jealousy*: Becoming upset at your friend when he or she plays with someone else.
4. *Ostracizing*: Leaving someone isolated, out of games, sleepovers, or parties.
5. *Bossiness:* Wanting to play only what you like, not giving others the chance of being the leader.
6. *Not fair - Not sharing:* Showing something off, or sharing only with a few selected people.
7. *Cheating:* Trying to win at any expense including dishonesty and unfairness.
8. *The Queen / King:* Trying to be better that someone else.
9. *Playing dumb.* Not doing your best in school because of being embarrassed to show your intelligence. Or trying to act dumb and funny.
10. *Tough act:* Using cuss words to make believe you are tough, or sabotaging your teacher's lesson to appear cool.

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Unit #1 Title: What Does it Take to Get Along With Others?

Lesson Title: Tic Tac Toe, Get Off My Toes **Lesson** 6 **of** 6

Grade Level: 4

Length of Lesson: 30 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.04.a.i: Identify and practice the skills used to compromise in a variety of 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 self and others

Materials (include activity sheets and/ or supporting resources)

Counselor-made poster (*to be left in each classroom for teacher and students' use*).
STAR Steps to solving conflict:
Stop (*Use self-control*)
Think (*Think about what's happening - Listen for feelings, brainstorm solutions*)
Act (*Talk it over & work it out – Choose & apply a win-win solution*)
Reflect (*Find out if the problem was solved – Do you need help?*).

Case scenarios for "Tic Tac Toe, Get Off My Toes".

A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the tic Tac toe game squares – 1½' by 1½'. On the side, out of construction paper, make nine **X**'s and nine **O**'s signs for players to hold as needed (laminate them for future use).

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 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems

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	3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of facts and deductively from general premises. 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	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		

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 should be able to describe the importance of recognizing and forecasting conflict and taking steps to solving it.

Students should be able to analyze conflict situations, follow the steps for solving conflict, and provide solutions involving compromise.

Students should be able to determine if their decision was a win-win solution to their problem.

Lesson Preparation

Essential Questions:

- What does it mean to assume personal responsibility in relationships with others?
- Why is it important to recognize or forecast conflict?
- Why is it necessary to become aware that conflict is part of life?
- Why is it important to learn to deal with conflict and resolve conflict?
- How could compromise be a fair solution to interpersonal conflict?

Engagement (Hook): "Tic Tac Toe, Get Off My Toes" game.

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Procedures

Instructor Procedures:	**Student Involvement:**
1. Review the topic of conflict resolution, and the concepts of compromise, and win-win solutions.	1. Students put away their work and wait for instructions.
2. Engage students by introducing the TIC TAC TOE, GET OFF MY TOES game. Proceed to play the game as indicated in the directions below.	2. Students' participate by listening attentively and asking and answering questions.
3. Encourage students to use the STAR steps to solving conflict in each scenario: • Stop (*Use self-control*) • Think (*Think about what's happening - Listen for feelings, brainstorm solutions*) • Act (*Talk it over & work it out– Choose/apply a win-win solution*) • Review (*Find out if the problem was solved – Do you need help?*).	3. Students play the Tic Tac Toe, Get Off My Toes game under the counselor supervision
4. Ask students to give/receive feedback pertaining to the chosen solution. Discuss as a group.	4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.

Teacher Follow-Up Activities

- The teachers should place the steps to solve conflict in a prominent place in the classroom.
- Teacher addresses conflict that may be present in regular academic projects.
- Teachers have a "Good Manners" table in the classroom, designated to Discuss, reflect, and sort out situations involving conflict, using STAR.

Counselor reflection notes (completed after the lesson)

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"TIC TAC TOE, GET OFF MY TOES" GAME

Materials:

- A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the tic tac toe game squares – approx. 1½' by 1½'.
- Out of construction paper, make nine **X**'s and nine **O**'s signs players to hold as needed – use different a different color for each (laminate for future use).
- Scenarios on peer pressure and conflict (attached below).

Directions:

1) Divide the large group in X's and O's.
2) Flip a coin to determine which group goes first, the X's or the O's.
3) Present a conflict scenario for the chosen group of students to solve using the "STAR Steps to Solving Conflict":
   - Stop (*Use self-control*)
   - Think (*Think about what's happening - Listen for feelings, brainstorm solutions*)
   - Act (*Talk it over & work it out – Choose & apply a win-win solution*)
   - Review (*Find out if the problem was solved – Do you need help?*).
4) Students can discuss solutions using their whispering voice. The group chooses who is going to present the win-win compromise.
5) The counselor, assisted by the other group, determines if the compromise was a win-win solution. If the solution was right, a group member is chosen to pick up the corresponding sign and stand on the Tic Tac Toe game board. But, if the solution was wrong, the turn to study the same situation goes to the next team.
   – In this case, this next team will be first in line to solve the subsequently scenario.
6) Steps 3, 4, and 5 are repeated for the other group.
   – Each player picks the X's or O's sign of their group, chooses a place to stand, and won't be able to trade or change places until the game is finished. Ties are allowed.
7) The winning group may call "TIC TAC TOE, GET OFF MY TOES."

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CASE SCENARIOS FOR THE "TIC TAC TOE, GET OFF MY TOES" GAME

(Students are welcomed to provide their own scenarios and examples)

1) While going to the P.E. class, your best friend walking behind you pokes you and knocks your head and then tells you to pass it on. You get really mad at your friend. How could you compromise in this case?	2) A student in your classroom appears to seldom bathe or wash his or her clothes. You feel sorry for this student but you do not want to associate with him or her. This person wants to be your friend and follows you at recess time. Any compromise?
3) You and your friend find a $20.00 dollar bill in the school restroom. Your close friend wants to keep the money to buy candy and cards after school. What could've happened? What are your choices? Could this be compromised?	4) You see some cool and popular students writing on the bathroom walls. They are writing stuff about other students. You laugh and feel tempted to do the same. Instead, you decide to tell them to stop or you are going to tell on them. Now they are not talking to you. What could be done?
5) Your best friend since kindergarten is dumping you and playing with other kids. You get mad and ask him or her what's wrong. He or she says: "Nothing." Your birthday party is coming up and you want to invite this friend but you are mad at him or her. What could be done to compromise?	6) You and your partner are working on a computer research project in the classroom. Your partner wants to hug the computer and doesn't want to give you a chance to work on it. What would be a good compromise that doesn't involve tatter telling?
7) You are riding your bike with your two friends. They are willing to race in the highway but you feel really scared. What can be done to compromise without loosing their friendship?	8) You try to be nice to an unpopular student when you are alone, but not when you are with your friends. However, they see you and they start teasing you for associating with the wimp. What can be done to compromise this situation?
9) In the school cafeteria, at lunchtime, your friend starts flicking peas to other students. Everybody starts laughing. When the lunch supervisor comes, your friend points at you and gets you in trouble. You loose recess but your friend doesn't. How could a compromise solve problem?	10) A new student gives a funny answer in the classroom and you start to giggle loudly. The rest of the class laughs after you. The new student thinks you were laughing at him and is mad at you. He is throwing a pool party and not inviting you. Is any compromise possible here?

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Unit #1 Title: Respecting Differences in Others **Grade Level:** 5

Number of Lessons in Unit: 3

Time Required for each lesson: 30 - 45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Acting Out Respect
Materials/Special Preparations Required: Cooperation from another teacher.
Copies of Role-plays

Lesson 2: Respecting Differences
Materials/Special Preparations Required:
Copies of the Respect Mixer worksheet for each student.
Pencils or pens to write with.
Optional (Candy for the first five to turn in the worksheet complete with 12 different signatures.)

Lesson 3: The Problem Solving Game
Materials/Special Preparations Required:
Pencils, pens, markers, and 12” x 18” construction paper.
Pre-cut copies of the game cards for each group in an envelope.

Missouri Comprehensive Guidance Standard:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation(s):
PS.2.A.05.a.i: Exhibit mutual respect and compromise in relationships.
PS.2.B.05.a.i: Demonstrate respect for individuals in diverse groups.
PS.2.C.05.a.i: Review and implement strategies to resolve problems and conflicts successfully.

American School Counselor Association National Standard (ASCA):
Personal and 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)

	Goal 1: Gather, analyze and apply information and ideas
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.

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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	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	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.
Students will make posters displaying the reasons it is important to respect individuals and group differences.

Brief Summary of Unit: Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences.

The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.

Unit Goals:
Students will show respect to their peers and other relationships.
Students will compromise in their relationships.
Students will demonstrate and show respect for diverse groups.
Students will practice strategies to resolve problems and conflicts.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to understand the STAR steps to problem solving. Stop, Think, Act, Review.

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Unit #1 Title: Respecting Differences in Others

Lesson Title: Acting Out Respect **Lesson** 1 of 3

Grade Level: 5 **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.A.05.a.i: Exhibit mutual respect and compromise in relationships.

American School Counselor Association National Standard (ASCA):
Personal and 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)

Cooperation from another teacher.
Copies of role-plays sheet
STAR Problem Solving Poster

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 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.

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	
	Fine Arts	

Enduring Life Skill(s)

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

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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.
In a classroom discussion, students identify how mutual respect and compromise in relationships is important.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): In a prearranged role-play with the classroom teacher, the counselor loudly and irately complains about someone taking a favorite pen out of the office without permission. Ask the class: What should be done to resolve the situation using respect and compromise?

Procedures

Instructor Procedures:	**Student Involvement:**
1. Introduce what it means to compromise.	1. Students share ideas. Examples: Compromising means to give and take in a situation. Each person involved may have to give up the way they think it should be and accept someone else's ideas.
2. What are the words or actions someone would need to use in order to compromise respectfully?	2. Students share ideas. Words – Please, thank you, excuse me… Actions – Smile, nice tone of voice, appropriate body language.
3. Introduce the steps of compromise to students using the STAR method of problem solving. a. Stop – Identify the situation or problem to compromise that needs to be solved. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation.	3. Students will review the steps of compromise.
4. Divide the class into teams of four to five students.	4. In small groups, students will role-play the following scenarios.
5. Give each team a scenario on a slip of paper to work out and role-play for the	5. Team s work out and role-play the scenarios.

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class. Give them about seven minutes to practice. Allow each group to present the scenario to the class and discuss how respect and compromise were displayed.	A. John is accused by Jeff of stealing a set of "collector cards" that were left in the lost and found for several weeks. B. Carol tells Sallie that she won't be her friend anymore if Sallie continues to play with Ashley. C. Andrea is really upset because Jill and Linda are talking about her hair behind her back. D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.
6. At the lesson conclusion, have students discuss what they learned about using respect and compromise in their relationships.	6. Students discuss what they learned.

Teacher Follow-Up Activities

Set up a 'peace table or desk in the room.' Allow students to use respect and compromise to resolve relationship problems.

Counselor reflection notes (completed after the lesson)

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Role Play Scenario:

A. John is accused by Jeff of stealing a set of "collector cards" that were left in the lost and found for several weeks.

B. Carol tells Sallie that she won't be her friend anymore if Sallie continues to play with Ashley.

C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.

D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.

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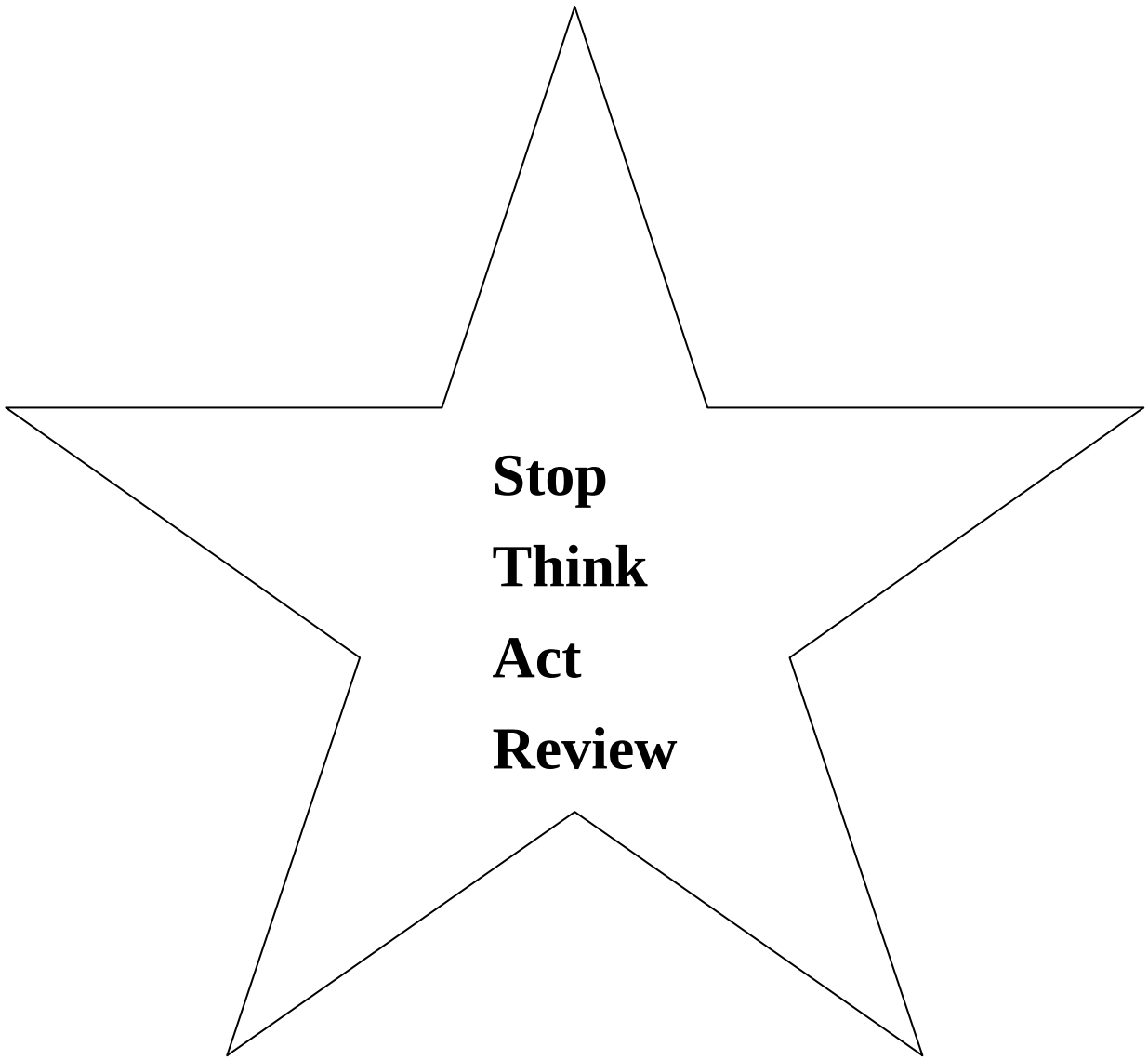
Be a problem-solving STAR



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Unit #1 Title: Respecting Differences in Others

Lesson Title: Respecting Differences **Lesson** 2 of 3

Grade Level: 5

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.B.05.a.i: Demonstrate respect for individuals in diverse groups.

American School Counselor Association National Standard (ASCA):
Personal and 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)

Copies of the Respect Mixer worksheet for each student. Pencils or pens to write with. Optional (Candy for the first five to turn in the worksheet complete with 12 different signatures.)

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.
	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.

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	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance

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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 identify the similarities and differences they have with their classmates from the Respect Mixer worksheet.

Lesson Preparation

Essential Questions: What does a quality relationship look like when individuals respect each other? What does a person need to do to maintain a quality relationship?

Engagement (Hook): The instructor asks two students to stand up in the room. How are the two students alike and different? After comparing the instructor asks the class: How much do you really know about your classmates? Today we are going to find out about our likenesses and differences.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Copy the attached Respect Mixer worksheets for each student. Make sure students have a pen or pencil.	1. Ask classmates to sign the appropriate box that applies to them.
2. Go over the directions to make sure students understand what they are expected to do.	2. Students complete their Respect Mixer worksheet.
3. Collect the first five completed sheets and number them in the order received. Stop the signing of sheets at this point.	3. Students turn in their sheets to the counselor.
4. Call up the first person to turn in a completed signed sheet. Check some of the signatures by asking the person who signed if this is really true.	4. Student participates.
5. After processing the five that were turned in, lead a discussion regarding respecting differences in others.	5. Students discuss.

Teacher Follow-Up Activities

Discuss differences in others when it applies to content areas.

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Counselor reflection notes (completed after the lesson)

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Respect Mixer

Directions: Students will sign the box that applies. Students may only sign once and may not sign their own sheet.

Was born out of state? _____	Has the same birthday month? _____	Has a different length of hair? _____
Has different colored eyes? _____	Plays a musical instrument? _____	Likes the same subject? _____
Is the same height? _____	Has a different shoe size? _____	Likes the same kind of pizza? _____
Has been at the same school since kindergarten? _____	Has pets at home? _____	Likes the same color? _____

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Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, and D. Parr

Unit #1 Title: Respecting Differences in Others

Lesson Title: The Problem Solving Game **Lesson** 3 of 3

Grade Level: 5

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.05.a.i: Review and implement strategies to resolve problems and conflicts successfully.

American School Counselor Association National Standard (ASCA):
Personal and 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)

Pencils, pens, markers, and 12” x 18” construction paper.
Pre-cut copies of the game cards for each group in an envelope.
STAR Problem Solving Poster

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 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.

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	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance

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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.
In a discussion, students will identify the steps to problem solving: STAR (Stop, Think, Act, and Review) and how the steps relate to resolving problems and conflicts.

Lesson Preparation

Essential Questions: What would happen if a person did not have the skills to solve a problem?

Engagement (Hook): Tell students "Today you are an employee at a game factory. You are going to develop and make a game." What skills will you need to work together in making the game (creativity, writing skills, communication skills, cooperation skills and listening skills)?"

Procedures

Instructor Procedures:	**Student Involvement:**
1. Review the STAR steps of problem solving used in previous lessons. a. Stop – Stop and identify the problem solving situation. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation.	1. Students will review the steps with the counselor and discuss the strategies to resolve problems and conflicts.
2. Divide the class into small groups of four.	2. Students will get into small groups.
3. Give each group a 12" x 18" construction paper. Tell them each group must make a game board with a start, finish, thirty spaces, and a problem box.	3. Students will create the game board per instructor procedures.
4. The group must use the problem cards that are provided to play the game.	4. Students will prepare to play the game. Students may make extra problem cards.
5. When the game board is complete, the group plays the game. When a problem is appropriately resolved, the player moves forward 2 spaces. If answered inappropriately, the player must move 3	5. Students play the game.

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spaces backward. The winner is the first player to the finish line, but really everyone wins.	
6. The counselor asks the students to share ideas about how they worked together in developing and playing the game.	6. Each group will complete the game and share ideas about how they worked together.

Teacher Follow-Up Activities

Use the STAR Problem Solving Strategy in the content areas and at the Peace Table. Allow group times for the students to play the game.

Counselor reflection notes (completed after the lesson)

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Game Cards

Stop, think, act, and review.	**Stop, think, act, and review.**
You are caught talking in class by the teacher.	**Your dog ate your homework.**
You are late to school.	**You left your homework at home again.**
You lost your lunch money.	**You forgot the Science Project is due today.**
The teacher always calls on you when you don't know the answers.	**Your friends are always first to take a turn at recess.**
Someone stepped on your new shoes.	**The field trip is today and you forgot your permission slip.**
You are pushed in line and the person in front of you is very angry, because you pushed them.	**Someone says that you started a rumor about several classmates.**

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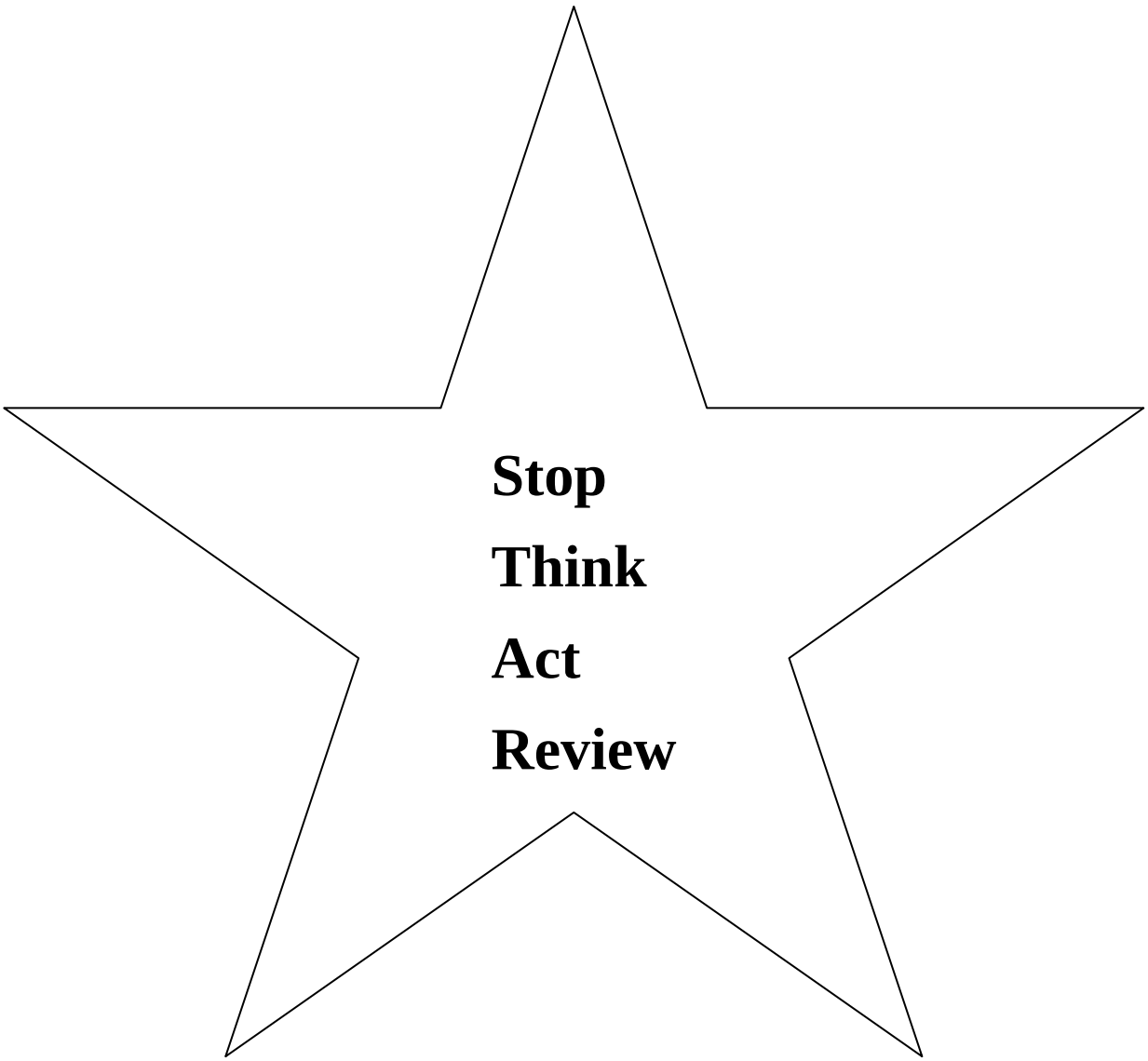
Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, and D. Parr

Be a problem-solving STAR



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Unit #1 Title: What are Safe and Healthy Life Choices? **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: What is Comfortable and Uncomfortable Touch?
Materials/Special Preparations Required:
- Student activity pages (included)
- Scissors
- Paste
- Crayons

Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects?
Materials/Special Preparations Required:
- Student activity pages (included)
- Two paper bags
- A large sheet of paper
- One permanent marker

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation(s):
PS.3.A.0K.a.i: Identify safe and healthy choices at home and school.
PS.3.B.0K.a.i: Identify safe/unsafe situations.

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

Unit Assessment (acceptable evidence):

Lesson 1: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe Comfortable Touch column or an Unsafe Uncomfortable Touch column.

Lesson 2: Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag. And/or helping place them on the correct part of the chart or poster.

Brief Summary of Unit:

This unit introduces the concepts of safe/comfortable and unsafe/uncomfortable touch, safe and unsafe drugs/medicines/objects, and the problem-solving model for staying safe: Say no; Get away; Tell someone you trust. Activities include a cutting and pasting activity that allows students to choose between safe and unsafe touch and a sorting activity that allows students to choose between safe and unsafe items and a take home page with the staying safe problem-solving model.

Unit Goals:

The goals of this unit are to teach students to:

1) Identify safe and unsafe touch.
2) Identify safe and unsafe drugs/medicines/objects.
3) To introduce students to the problem-solving model for staying safe from unsafe touch: Say, “No.” Get away. Tell someone you trust.

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 meaning of safe and unsafe terminology.

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Unit #1 Title: What are Safe and Healthy Life Choices?

Lesson Title: What is Comfortable and Uncomfortable Touch? **Lesson** 1 **of** 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation (GLE):
PS.3.A.0K.a.i: Identify safe and healthy choices at home and school.

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)

Assorted stuffed animals or puppets
Student Activity Sheet 1
Student Activity Sheet 2
Student take-home page
Lesson Song: "Comfy Touch" (included)
Paste or glue and scissors

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 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	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage (self-advocacy)		Compassion		Tolerance
X	Respect (for self)		Goal Setting		

Lesson Assessment (acceptable evidence):

Performance Task: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe/Comfortable Touch column or an Unsafe/Uncomfortable Touch column.

Lesson Preparation

Essential Questions: What is a good comfortable touch? What does a comfortable touch feel like? What is an uncomfortable touch? What does an uncomfortable touch feel like?
Engagement (Hook): "I have brought some friends to class today to help us talk about comfortable and uncomfortable touch." (Pass around some stuffed animals and let the students show how to give/receive a comfortable touch.)

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor: "Students, today I have brought some friends to class to help us talk about comfortable and uncomfortable feelings." (Counselor introduces the stuffed animals or puppets to the class.)	1. Students watch and listen as counselor introduces the animals/puppets.
2. Counselor asks the class the following question: "What does it feel like when somebody that you love and trust hugs you like we are hugging the stuffed animals?"	2. Students might answer: "It feels good, happy, warm, safe…etc."
Counselor: "Let's call this a comfortable touch. Can you repeat that?"	Students repeat the phrase "comfortable touch."
3. Counselor: "What people do you feel comfortable being touched by?	3. Students might answer: "My mom, dad, grandma, teacher, sister, doctor, etc."
4. Counselor: "What kinds of touches make you feel sad, or scared, or mad, or embarrassed, or uncomfortable, or confused? (Counselor may want to show a poster with pictures of these feelings to help students who do not	4. Students might say: "A hug that lasts to long; a hug or touch from someone I don't know; a touch that is too hard; tickling that is too rough; someone touching my private places…etc."

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have the feelings vocabulary to express themselves.)	
Counselor: "We call these kinds of touches uncomfortable touches. Students, can you say – uncomfortable touches?"	Students repeat the phrase, "uncomfortable touches."
5. Counselor: "What could you do to keep yourself safe, if someone was giving you an uncomfortable touch?"	5. Students might say, "Run away; tell them to stop; tell your mom; etc."
6. Counselor distributes the student take-home page and explains the problem-solving model for keeping safe: Say no; Get Away; Tell someone you trust. Counselor tells the students to remember that it is never their fault if someone touches them inappropriately and that they should never be asked to keep something that makes them feel badly a secret.	6. Students internalize the concepts by looking at the take home page as the counselor explains the steps.
7. Counselor: "Let's sing a song about comfortable and uncomfortable touch." (Song can also be chanted or done in echo fashion for non-singers.)	7. Students internalize the lesson concepts by singing the song and doing the actions. The "Comfy Song" is included in the lesson.
8. Counselor: "Let's see what we have learned today about comfortable and uncomfortable touches by completing a cutting, choosing and pasting activity." (Counselor passes out activity pages and glue and scissors. Counselor facilitates a step-by-step completion of the evaluation tool.)	8. Students complete the evaluation tool by cutting and pasting the pictures of comfortable touches in the happy face column and pasting the pictures of the uncomfortable touches in the sad face column.
9. Counselor summarizes lesson concepts by allowing students to hold up their completed evaluation tools and explain to the class which touch pictures he/she put in the happy face column and which touch pictures he/she put in the sad face column.	9. Students individually tell what touch pictures they pasted in each column. (<u>Variations on Evaluation Tool</u>: Students might be asked to complete the evaluation tool individually or in teams of two or teacher may choose to complete one evaluation tool at the front of the room and allow students to tell the counselor which columns to place the touches in.).
10. Counselor may choose to close the	10. Students participate in the final activity of the

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lesson by singing the song again or by asking the students to post their evaluations on the wall. Students would be encouraged to show and discuss the steps to keeping safe with their parents.	lesson.

Teacher Follow-Up Activities

1. Teacher might choose to sing the lesson song with students during daily opening or calendar time.
2. Teacher might choose to display the students' take-home coloring page with the steps for keeping safe on a class bulletin board.
3. Teacher might choose to follow up by reading books to the class that correspond to the lesson concepts.

Counselor reflection notes (completed after the lesson)

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Activity Sheet 1 -Directions: Cut and Paste cards form Activity Sheet 2 onto this Activity Sheet (1) in the appropriate column.

Safe Comfortable Touch	**Unsafe Uncomfortable Touch**

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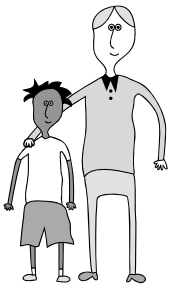
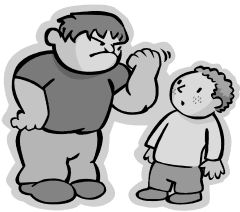
Activity Sheet 2 (Unit I, Lesson 1) Directions: Cut and Paste onto the columns on Activity Sheet 1.

1. A hug that feels just right from Mom.	**2. A hug that lasts too long.**
3. A kiss that feels just right from Dad.	**4. Tickling that is too rough.**
5. Sitting on Grandpa's lap for a story.	**6. When private places are touched by someone who makes you feel uncomfortable. (The places that are covered by your swimming suit.)**
7. A handshake or pat on the back from a teacher or friend. 	**8. A touch from a stranger that makes you feel scared.** 

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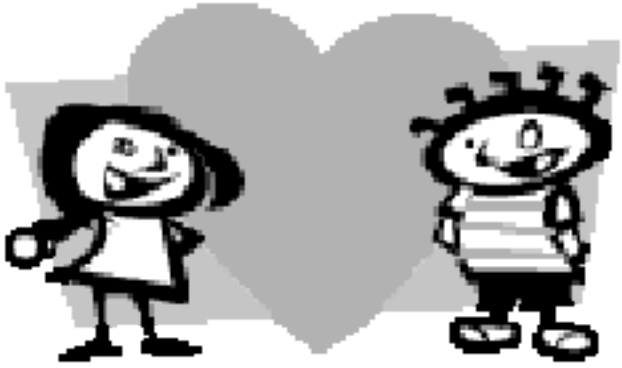
Activity Sheet 3 (Unit I, Lesson 1)

1. Say "No"

2. Get Away

3. Tell Someone You Trust



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SONG: "Comfy Touch" (Sung to the tune of Twinkle, Twinkle, Little Star)
Written by: Kathy Keller

Touching, hugging, kissing too,
Makes a comfy, happy you.
Comfy touch feels warm and safe
Comfy touch from a familiar face.
Touching, hugging, kissing too,
Makes a comfy, happy you.

When touch, or hug, or kisses too,
Make an uncomfy, unhappy you.
You know what you need to do.
Say, "No", Get away, Tell someone too.
If touching makes you scared or blue,
You now know just what to do.

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Unit #1 Title: What are Safe and Healthy Life Choices?

Lesson Title: What are Safe and Unsafe Drugs/Medicines/Objects? **Lesson** 2 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation (GLE):
PS.3.B.0K.a.i: Identify safe/unsafe 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)

Two paper bags. (not included)
Activity Sheet 1: Two identifying labels to staple to the paper bags
Activity Sheet 2: "Safe/Healthy or Not Safe/Not Healthy" 25 cards (included)
Safety pins or tape in order to attach cards to student clothing
A large piece of paper to use as a display area for the final card sort (or bulletin board) with the following headings written on the top of two columns "Healthy, Happy, Safe Choices" and "Unhealthy, Unhappy, Unsafe Choices." (paper and headings not included—use bulletin board paper and markers to write headings.)
A stapler

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 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	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (20 items) into a safe paper bag and an unsafe bag.

Lesson Preparation

Essential Questions: What are safe drugs/medicines/substances/situations? What are unsafe drugs/medicines/substances/situations? How do I keep myself safe and healthy?

Engagement (Hook): Show students two paper bags with the two identifying labels on them. One bag has a picture of a healthy/happy/safe child, and the other bag has a picture of an unhealthy/unhappy/unsafe child. Ask the students what is different about the two pictures?

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor: "Students, I wonder if you could help me figure out what might be making the child in this picture unhappy, unhealthy or unsafe? (Counselor shows the students the bags with the picture of the hurt child.)	1. Students might say: "He looks like he got hurt. Maybe he fell down. He might be being bullied; He might have been touched by a stranger, etc."
2. Counselor: "I was thinking about what might be making this child unhappy or unhealthy or unsafe and I came up with some guesses. I wrote them on these cards. The problem is I got them mixed up with the cards that I wrote explaining why the boy in the other picture looks happy, healthy and safe. Can you help me sort them out?"	2. Students will most likely respond by saying, "Yes."
3. Counselor: "Okay, the first one says <u>(read first card).</u> Which boy do you think would feel this way? Is this a safe/healthy choice or an unsafe/unhealthy choice? (Student volunteer places the card in the correct sack.)	3. Students select the appropriate sack.

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4. Counselor proceeds by reading all the cards following the procedure in step 3.	4. Students continue to select the appropriate sack.
5. When all cards have been sorted, Counselor takes the cards out of the two sacks and puts them into one sack and asks each student to reach into the sack without looking and select a card.	5. Students reach into the bag with cards and pulls out a card.
6. Counselor: "First we decided together how to sort the cards into the sacks and now we will see if each of you can decide for yourself where the card should go. Please stand one at a time and I will read your card so that you can decide which end of the room your card/you should go to and then you can walk to that side of the room and stand there so that we can see your card. One side of the room is for safe/healthy/happy choices and the other side of the room is for unsafe/unhealthy/unhappy choices. If you need help deciding you can ask someone in the class to help you decide." <u>Variation</u>: Use two ropes or strings to create two circles on the floor for two areas to sort students.	6. Students will stand one at a time so that Counselor can read the student's card. Students will first try to individually decide which side of the room they should walk too in order to sort safe from unsafe cards. If student has difficulty determining the sort, the student may ask a classmate to help. Student will walk to one side of the room or the other depending upon the sort.
7. After students have completed the game, the counselor helps students to tape or glue them on the bulletin board or large piece of paper on the wall under either the heading "Healthy, Happy, Safe Choices" or a heading that reads "Unhealthy, Unhappy, Unsafe Choices."	7. Students place the cards in the appropriate place on the display area.
8. Counselor may close the lesson by asking the students to echo the safe/healthy/happy choice cards as he/she reads them.	8. Students echo the safe/happy/healthy choice cards.

Teacher Follow-Up Activities

1. Teacher may choose to repeat the echo activity with the card display.
2. Teacher may choose to read related books.

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Counselor reflection notes (completed after the lesson)

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Activity Sheet 1 (Unit I, Lesson 2) Directions: Attach labels to two paper bags.

SAFE/HEALTHY

UNSAFE/UNHEATHY

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Activity Sheet 2 (Unit I, Lesson 2) Directions: Read cards and sort them into two bags labeled Safe/Healthy or Unsafe/Unhealthy. Safe cards are marked with an **S**, and Unsafe with a **U**.

U 1. Picking up a syringe.	**U** 2. Eating candy found on the ground.	**U** 3. Eating pills found in medicine cabinet.	**U** 4. Taking candy or food from a stranger.	**U** 5. Drinking from bottles found in the home that are poison.
S 6. Getting a shot by the Doctor.	**S** 7. Eating candy given by parent or trusted adult.	**S** 8. Taking pills or medicines given by parent or trusted adult.	**S** 9. Eating the food that a parent or trusted adult sets on the table.	**S** 10. Eating candy that my teacher gives me.
U 11. Drinking beer or alcohol.	**U** .12. Chewing tobacco.	**U** 13. Sniffing glue or chemicals.	**U** 14. Running too fast on the pavement.	**U** 15. Standing too close to another student who is swinging.
S 16. Walking and playing with hands to self.	**S** 17. Walking slowly and obeying playground rules.	**S** 18. Wearing your seatbelt while in the car.	**S** 19. Following teacher directions on safety at school.	**S** 20. Listening to the teacher when she gives directions.
U 21. Kicking or hitting others.	**U** 22. Smoking cigarettes.	**U** 23. Not wearing a seatbelt in the car.	**U** 24. Standing on the school bus.	**U** 25. Not listening to the teacher when she gives directions.
S 26.	**U** 27.	**S** 28.	**U** 29.	**U** 30.

Add your own safe/healthy or unsafe/unhealthy scenarios on numbers 26-30.

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Created by: K. Keller, L. Lueckenhoff, D. Parr

Unit #2 Title: Life-Changing Events **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: How Families Change
Materials/Special Preparations Required:
Paper and drawing materials.

Lesson 2: Other Changes
Materials/Special Preparations Required:
Paper and drawing materials
A picture of a child starting school and a picture of a family moving.
The lesson song "I Can Change." (included)

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation(s):
PS.3.C.0K.a.i: Identify different life changes or events.

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
	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 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	
	Health/Physical Education	
	Fine Arts	

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Created by: K. Keller, L. Lueckenhoff, D. Parr

Unit Assessment (acceptable evidence):

Lesson 1: Students will draw pictures of their families. Students will "Show and Tell" about their families with emphasis on how their families might have changed.
Lesson 2: Students will draw a picture of something they had to change when he/she started kindergarten.

Brief Summary of Unit:

In lesson one, students are given the opportunity to share how their families may have changed and participate in a discussion addressing the following concepts: Change is a natural part of life. Change may require coping skills. In lesson two, students will share their stories about life-changing events as prompted by drawing a picture of the changes he/she has made as a result of being a kindergarten student for the first time.

Unit Goals: (Lessons 1 and 2)

1. Students will be able to identify some of the changes that occur within families.
2. Students will understand that change is a natural part of life and that some changes may require coping skills.
3. Students will understand that all people experience some kind of changes in their lifetime and that such life-changing events may require coping skills.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Knowledge that people come from different types of families.

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Unit #2 Title: Life-Changing Events

Lesson Title: How Families Change **Lesson** 1 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):
PS.3.C.0K.a.i: Identify different life changes or 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)

Paper and drawing materials
Optional – Counselor may choose to bring pictures of the ways that families change to aid in the discussion.

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 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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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Lesson Assessment (acceptable evidence):

Students will draw a picture of their families and "Show and Tell" changes that have occurred within their families.

Lesson Preparation

Essential Questions: How do families change?

Engagement (Hook): The counselor enters the room with shiny pieces of foil that she/he passes out to each student. "Today, we are going to draw our families."

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor distributes paper and drawing materials.	1. Each student draws a family picture.
2. When students have finished, the counselor will say, "Students, thank you for doing such a nice job on your family picture. I would like for each of you to tell the rest of us about your family. Tell us who the people are and tell us if there have been any changes in your family. Families change. Maybe a baby has been born in your family. Maybe a relative has died in your family. Maybe parents have separated or divorced. Maybe your mom or dad got a different job, or you moved to a different place. Maybe an older sister or brother has married or moved away or gone to college. <u>NOTE:</u> The counselor will facilitate a discussion of how change is a natural part of life and some changes require adjustments (coping skills) during student presentations.	2. Each student will participate in a "Show and Tell" about his/her family, being prompted by counselor to talk about any changes that have occurred in his/her family.
3. Counselor will say, "Today we listened to our friends tell us about their families and changes that have happened in their families. Do you remember some of the changes that our friends talked about?	3. Students will review the changes that occur in families.

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Teacher Follow-Up Activities

1. Teacher may choose to read related books about new babies, new jobs for parents, new houses, death, loss, or divorce.
2. Counselor/Teacher may identify the need for some students to join a counselor lead small group dealing with the issues of grief, loss, and divorce.
3. Teacher may choose to display the students' families alongside stories the students have written about their families.

Counselor reflection notes (completed after the lesson)

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Created by: K. Keller, L. Lueckenhoff, D. Parr

Unit #2 Title: Life-Changing Events

Lesson Title: Other Changes **(**Life-Changing Events outside of the Family) **Lesson** 2 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation (GLE):
PS.3.C.0K.a.i: Identify different life changes or 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)

Drawing paper and materials
Lesson song "I Can Change." (included)
A picture of a family moving to another home and a picture of a boy starting kindergarten for the first time.

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 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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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Lesson Assessment (acceptable evidence):

Students will draw a picture of something they had to change when they started kindergarten and share it with the class.

Lesson Preparation

Essential Questions: What are life-changing events? What are some possible coping strategies/skills to use to adjust to life-changing events?

Engagement (Hook): Counselor will show students pictures of life-changing events. A family moving to a new place. A child starting a new school for the first time at the kindergarten level.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor will say, "Students, today we will be talking about change. I brought two pictures that show change."	1. Students listen.
2. Counselor shows students the picture of people moving and asks, "What do you see happening in this picture?"	2. Students might say, "A family is moving to a new place."
3. Counselor asks, "What kinds of changes do you think the family will experience? What will be different for them?"	3. Students respond.
4. Counselor will say, "What do you think the family will have to do to adjust, get used to, or be happy with their new house?" Counselor would explain/assure students that change is a natural part of life and that there are always steps that can be taken to adjust to change and return to some type of normalcy.	4. Students respond.
5. Counselor will show students picture number two of a child starting kindergarten for the first time and ask, "What do you see happening in this picture?"	5. Students will look at second picture and respond.
6. Counselor asks, "What do you think will be different for the child? How do you think his life will change now that he is going to school?"	6. Students respond.
7. Counselor says, "Great job students. You are really thinking about this. Do you	7. Students respond.

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remember changes <u>you</u> had to make when you started kindergarten this year?" (Counselor may want to list the changes on the board or draw pictures of the changes on the board as students discuss them.)	
8. Counselor distributes paper and drawing materials.	8. Students draw a picture of something that changed in their life when they started school. Students will share their pictures with the class, with special emphasis on changes that the student has experienced.
9. Counselor will leave the class with the concept that change is a natural part of life and that most of the time adjustments can be made in order to bring life back as close to normal as possible. Change is a challenge that allows us to learn new things. These concepts will be shared with the students using the lesson song, "I Can Change."	9. Students listen while Counselor explains the lessons concepts. Students will sing the "I Can Change" lesson song (copy at the end of this lesson).

Teacher Follow-Up Activities

1. Teacher can sing "I Can Change" lesson song with students throughout the week.
2. Teacher can bring in current event pictures of how events change our lives (natural disasters, re-location, births, deaths, etc.).
3. Teacher can ask students to draw a picture, write or tell a story about how they were able to change to meet a new situation.

Counselor reflection notes (completed after the lesson)

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Lesson Song: "I Can Change" (Sung to the tune of Three Blind Mice)
Written by: Kathy Keller

I can change. (Counselor sings)
I can change. (Students sing)
Do new things. (Counselor sings)
Do new things. (Students sing)
I can come to school on time. (Together)
I can learn to read and rhyme. (Together)
I can be polite and kind. (Together)
I can change. (Counselor sings)
I can change. (Students sing)

I can change. (Counselor sings)
I can change. (Students sing)
Learn new ways. (Counselor sings)
Learn new ways. (Students sing)
I can learn to tie my shoes. (Together)
I can learn to count by twos. (Together)
I can learn to work not snooze. (Together)
I can change. (Counselor sings)
I can change. (Students sing)

I can change. (Counselor sings)
I can change. (Students sing)
Watch me change. (Counselor sings)
Watch me change. (Students sing)
I can make change good or bad. (Together)
I decide if I'm happy or sad. (Together)
Change is a challenge that makes me glad. (Together)
Things do change. (Counselor sings)
I'm okay with change. (Students sing)

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Created by: C. Roof, M. Grandelious, and L. Lueckenhoff

Unit #1 Title: Following Personal Safety Rules **Grade Level:** 1

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: My Feelings
Materials/Special Preparations Required:
Feelings Game Cards and Feelings Thermometer worksheets
Chalkboard or chart paper and markers

Lesson 2: What are Comfortable (good) and Uncomfortable (bad) Feelings?
Materials/Special Preparations Required:
Personal Safety Presentation for Students Sheet
2 letters for parents
Handout for parents
Safety Rule poster

Lesson 3: Healthy Touches and Private Touches
Materials/Special Preparations Required:
Role-Play Cards
Safety Rule Poster
Pictures of a boy and girl in their swimsuits
Handout of adults students can trust

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation(s):
PS.3.A.01.a.i: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01.a.i: Identify personal safety strategies.

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
	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems

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	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
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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	
	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Assessment (acceptable evidence):

Students will be able to identify the three problem solving safety rules and use them during a role-play, and will identify the four basic feelings in a feelings game.

Brief Summary of Unit:
This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.

Unit Goals:
The goals of this unit are to teach students to:
Identify feelings in comfortable and uncomfortable situations.
Identify the three problem solving steps for personal safety.
And to introduce students to the problem-solving model for staying safe from unsafe touch or situation: 1) Say, "NO!"; 2) Get away; 3) Tell someone you trust.

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 have some knowledge of different types of feelings.
Students will have knowledge of the three problem solving safety rules introduced in kindergarten if they participated in the lesson. Rules will be reviewed in this unit.

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Created by: C. Roof, M. Grandelious, L. Lueckenhoff

Unit #1 Title: Following Personal Safety Rules

Lesson Title: My Feelings **Lesson:** 1 of 3

Grade Level: 1 (This lesson can be adapted to other grade levels K-5)

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):
PS.3.A.01.a.i: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01.a.i: Identify personal safety strategies.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or resources)

Feelings cards (attached)
Feelings Thermometer Worksheet (copies for each student)
Chalkboard or chart paper and 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 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 one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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	2. Principles and practices of physical and mental

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		health (such as personal health habits, nutrition, stress management)
	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):

Students will be able to identify the four basic feelings in a feelings game.

Lesson Preparation:

Essential Questions: How does someone feel when someone is not in a safe place or situation? How might someone react when put in an unsafe situation?

Engagement (Hook): Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a Feelings Thermometer Sheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the Feelings Thermometer Sheet. Students share and discuss their feelings briefly.

Procedures:

Instructor Procedures:	**Student Involvement:**
1. Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a Feelings Thermometer Sheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the Feelings Thermometer Sheet. Students share and discuss their feelings briefly. Help students become aware that each of them feels differently in those situations.	1. Students participate in completing feelings thermometer sheets.
2. After the sheet is completed the counselor asks the students if they can identify the four basic feelings that everyone has at different times or in situations (happy, sad, mad, scared).	2. Students respond (happy, sad, mad and scared).

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3. The counselor writes the four basic feelings on the board. Students brainstorm what each feeling means.	3. Students brainstorm ideas. Example: A person is happy when something good happens like a birthday. A person feels sad when someone dies. A person feels mad when another person hits them. A person might feel scared when they are in a dark room.
4. The counselor tells the students that all other feelings that they have can fall in the same category as one of the feelings on the board. (Example: lonely is a sad feeling so you would write lonely under the sad category.). Some feelings may fall into two categories.	4. Students listen to teacher examples.
5. The counselor instructs the students that they're going to play the Feelings Game. The instructor cuts up the cards and uses the feelings cards to help students understand different feelings.	5. Students are selected to carry out the steps of the Feelings Game.
a. The counselor asks students to volunteer to come forward and draw a card. The student identifies the feeling privately and role-plays for the other students to guess the feeling.	a. Students role-play the feelings.
b. After role-playing the student or counselor selects a classmate to tell a time when they felt that way.	b. Another student identifies a time they felt that way.
c. That student selects a different classmate to identify the category it would fall under. The counselor would write the feeling under the right category.	c. A student identifies the feelings category of happy, sad, mad or scared.
d. Continue until all cards have been used. Make sure different students are given the opportunity to participate in the above activities. If there are not enough feelings then the counselor or student can make up their own.	
6. After the game the counselor will let students know they will continue discussing this topic and other information during the next guidance class.	6. Students listen for next session information.

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Teacher Follow-Up Activities:

The students share their Feelings Thermometer Sheet with the teacher. The teacher will help students identify and share their feelings throughout the week during different situations.

Counselor reflection notes (completed after the lesson):

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Feelings Thermometer

Mark each column to indicate your feelings about each statement

	How I feel playing with my friends	**How I feel when I lose a game**	**How I feel working by myself**	**How I feel when someone says something mean to me**	**How I feel when I finish my work**	**How I feel when someone sits next to me**	**How I feel when I have to do my chores**	**How I feel when I am at home**

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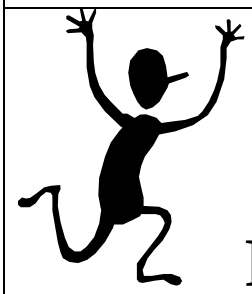
Cut cards for Feelings Game.

Angry	**Frustrated**
Confused	**Surprised**
Depressed	**Loved**
 **Frightened**	**Funny**

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Make up your own.	**Make up your own.**
Make up your own.	**Make up your own.**
Make up your own.	**Make up your own.**
Make up your own.	**Make up your own.**

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Created by: C. Roof, M. Grandelious and L. Lueckenhoff

Unit #1 Title: Following Personal Safety Rules

Lesson Title: What are Comfortable (good) and Uncomfortable (bad) Feelings and Situations? **Lesson:** 2 of 3

Grade Level: 1 (This lesson can be adapted to other grade levels K-5)

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):
PS.3.A.01.a.i: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01.a.i: Identify personal safety strategies.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or resources)

Safety Rule Poster (attached)
Personal Safety Presentation for Students Sheet
2 Parent letters (before and after the presentation)
Handout for Parents "How To Help Your Child Stay Safe"

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 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 one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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	

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X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	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):

Students will be able to identify the three problem solving safety rules.

Lesson Preparation:

Essential Questions: How does someone feel when they are not in a safe place or situation? How might someone react when put in an unsafe situation?

Engagement (Hook): Puppets demonstrate comfortable (good) and uncomfortable (bad) touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they don't know very well.)

Procedures:

Instructor Procedures:	**Student Involvement:**
**** The counselor should review the personal safety presentation sheet before teaching lessons two and three in this unit. Modify the information to meet students' needs.***	
1. The counselor reminds the students that we all have a feeling thermometer and then reviews the four feelings discussed in the last lesson. Using puppets, demonstrate comfortable (good) and uncomfortable (bad) touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they don't know very well.)	1. Students listen, and watch puppet demonstration.
2. After talking about the different feelings the counselor asks students if there are things people do to make them feel good (comfortable) or bad (uncomfortable).	2. Students identify the four feelings (happy, sad, angry, scared).

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3. Discuss gut feelings, belly button warnings, and/or a confused feeling. Give examples: If someone tries to get you to steal something what would your gut feeling tell you to do? Is this a good thing or bad thing to do? You don't feel safe when talking to a stranger. What does your gut feeling tell you to do?	3. Students brainstorm ideas.
4. What can you do if another child or adult makes you feel uncomfortable or tries to put you in an unsafe or uncomfortable situation?	4. Students share gut feelings they would have about the situations.
5. Sometime a child may come in contact with an adult who tries to lure (trick) children away from a safe place or do something that makes them feel unsafe/uncomfortable. Share the safety rules handout with students. *Here are some problem-solving steps to help you when you don't feel comfortable or safe.* • Say "No" in a Big Voice! • Get away To a Safe Place. • Tell someone you trust.	5. Students brainstorm ideas (get away, tell someone you trust, talk to a friend, ask for help). Students review the steps on the handout.
6. The counselor uses the puppets used earlier in the lesson and role-plays one of the situations above where they implement the steps listed on the handout. (Getting a hug from a stranger. Getting a back rub from someone they don't know very well. Not feeling safe when talking to a stranger or someone they know.). Make sure you note that it is not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves. The counselor asks students to identify times they might use the safety steps.	6. Students identify times they might use the problem solving steps when put in an uncomfortable or unsafe situation.
7. The counselor tells students they will continue discussing this topic and other information during the next guidance class.	7. Students listen.

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8. Send home the parent letter with parent handout on the back *How To Help Your Child Stay Safe*. The counselor or teacher may want to send a letter home before the safety unit is presented. See sample letter.	8. Students take the letter home and other information home.

Teacher Follow-Up Activities:

The teacher will post the safety rules in the classroom and review when appropriate.

Counselor reflection notes (completed after the lesson):

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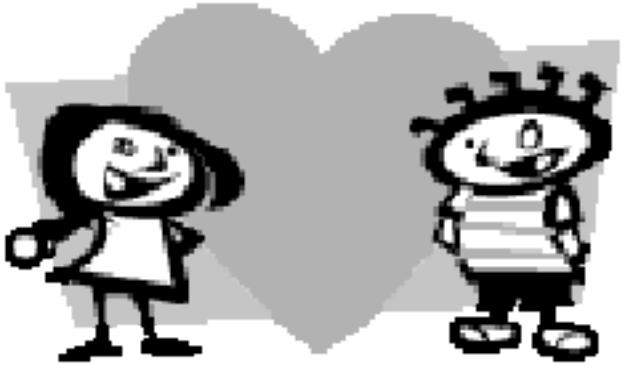
1. Say "No" in a Big Voice.

2. Get Away to a safe place.

3. Tell Someone You Trust.



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Can be adapted K-5th grade. The counselor should review this sheet before sharing the second and third lessons of the personal safety unit. Modify the information to meet the appropriate age level. The counselor can adapt this to meet students' needs.

Personal Safety Presentation to Students

This information was adapted from Columbia Public Schools Sexual Abuse Prevention Program Information.

Below are important points to discuss when presenting personal safety information to students.

- Discuss comfortable (good), uncomfortable (bad) touches, feelings or situations.
- Discuss confusing touch such as tickling. Tickling can be fun or uncomfortable.
- Discuss healthy touch – Healthy touches can come from a medical person, parents helping you change, bathe, check private parts of your body for rashes or put medicine on. <u>These are usually quick touches and always have purpose.</u>
- Discuss feelings meter (gut feelings). Example: "Belly Button Radar", Belly Button Warning, "Gut Feeling"
- It's not the child's fault.
- Why do adults use threats and bribes?
- Discuss sexual harassment or other types of harassment.
- Discuss where the private parts of your body are. These are parts of your body where your swimsuit covers.
- Share that most adults want a child to grow up to be happy and healthy, but once in a while a child may come in contact with someone who tries to make them feel uncomfortable.
- Always respect the body rights and personal space of others.
- Discuss what the words abuser or molester mean. <u>*This type of information should be shared at the judgment of the instructor.*</u>
- Share that an abuser could be a man or woman. Strangers can be abusers, however, most of the time it is someone that the child knows and maybe even loves.
- Abusers are not always adults. It could be an older child, teenager or someone his or her own age.
- Discuss the difference between a good secret and bad secret.
- Review safety rules for staying home alone.
- Review the three problem solving safety rules (1. Say "NO!"; 2. Get away to a safe place; 3. Tell an adult you trust.)
- How do you say no? (Assertiveness, broken record techniques, etc.)
- Who are trusted adults you can tell? Ask students to share ideas.

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Handout for Parents

Keeping Your Child Safe

1) Teach children they have the right to say “No,” their body is their own.

2) Teach children to recognize different types of comfortable and uncomfortable touches.

3) Teach children to tell someone they trust. Help children identify those people.

4) Teach children to trust their own feelings about what is comfortable & uncomfortable.

5) Help children discover where their resources are: family, teachers, principals, counselors, trusted friends …

6) Review the three problem solving safety rules:
   a. Say “NO” in a big voice.
   b. Get away to a safe place.
   c. Tell an adult you trust.

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This lesson can be adapted to meet the needs of K-5th grade.

Suggestion: Sample letter to send home before the personal safety and body rights unit is presented. Copy the handout for parents on the back *"Keeping Your Child Safe."*

Dear Parent,

This fall the counselor will present two classroom presentations and discussions about safe and unsafe situations. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in an uncomfortable way. Children are encouraged to remember three main safety rules:

1. **SAY NO IN A LOUD VOICE.**
2. **GET AWAY TO A SAFE PLACE.**
3. **TELL A GROWN-UP WHO CAN HELP.**

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns about the presentation.

Sincerely,

School Counselor

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Suggestion: Sample letter to send home after the personal safety and body rights unit is presented. Copy the handout for parents on the back *"Keeping Your Child Safe."*

Dear Parent,

Today at school your child participated in the first of two classroom presentations and discussions about safe and unsafe situations. The second presentation will take place next week. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in a bad way. Children are encouraged to remember three main safety rules:

1. **SAY NO IN A LOUD VOICE.**
2. **GET AWAY TO A SAFE PLACE.**
3. **TELL A GROWN-UP WHO CAN HELP.**

We also made a list of many people a child can tell, who will help.

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns.

Sincerely,

School Counselor

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Created by: C. Roof, M. Grandelious and L. Lueckenhoff

Unit #1 Title: Following Personal Safety Rules

Lesson Title: Healthy Touches and Private Touches **Lesson:** 3 of 3

Grade Level: 1

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):
PS.3.A.01.a.i: Identify steps of problem solving and decision making for personal safety.
PS.3.B.01.a.i: Identify personal safety strategies.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or resources)

Role-playing cards
Safety Rule Poster
Pictures of a boy and girl in their swimsuits,
Picture of adults they can trust (teacher, counselor, nurse and/or principal, etc.)

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 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 one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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)i**
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	

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X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	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):

Students will demonstrate the three safety rules in a role-play.

Lesson Preparation

Essential Questions: How does someone react when they don't feel safe?

Engagement (Hook): Pass out the Safety Rules Sheet and review. Role-play a couple of different situations where students might use these steps.

Procedures:

Instructor Procedures:	**Student Involvement:**
1. Review The Safety Rules from the last lesson. Also, review the meaning of gut feelings or belly button warnings from last lesson. Have students role play related situations.	1. Students listen and share ideas, then role-play situations where they would use the safety rules.
2. The counselor asks students if there are touches people give them that make them feel good (comfortable), bad (uncomfortable) or confused.	2. Students share different kinds of touches that make them feel comfortable, uncomfortable or confused: • **Good** (comfortable) - nice hugs, nice kiss from someone they care about or love, pat on the back, etc. • **Bad** (uncomfortable) - hit, kick, pinch, slap, private touch - where your swim suit covers • **Confusing** -tickle, a hug that is too tight, etc.
3. Lead a brief discussion on what a person can do when they receive an uncomfortable touch. Tell students there is also a touch called "private touches." This is a touch that someone might get in the private part of their body where their swimsuit covers.	3. Students review the picture of the children in their swimsuit. If students laugh explain that sometimes students laugh when talking about private areas because it's uncomfortable to talk about sometimes. Don't embarrass the student

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Show a picture of a boy and girl in their swimsuits.	laughing. There could be a personal reason they feel uncomfortable.
4. Discuss healthy reasons a person might need to touch the private parts of your body (doctor, parents checking a sore or rash, parents bathing, dressing or changing younger children, rashes, putting medicine in a private area of the body). NOTE: Private touches are usually quick touches and always have a purpose.	4. Students share ideas for healthy touches.
5. Remind students that you did share in lesson two that most adults want them to grow up to be happy and healthy, but once in a while there may be someone (adult, teenager, someone their own age) who might do something to make them feel uncomfortable and they need to know what to do. Also, it's not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves.	5. Students listen.
6. Review additional information from *the Personal Safety Presentation Sheet of appropriate.*	6. Students listen and share ideas.
7. Ask students who are some adults you can go to for help if you feel uncomfortable of unsafe? Give students the "*Who Are Some Adults You Can Trust?"* Handout	7. Students will review the handout and the draw in their own person they can trust on the sheet.
8. Use the role-playing cards to practice the safety rules when in uncomfortable or dangerous situations. • **Say "No" in a Big Voice!** • **Get away To a Safe Place.** • **Tell someone you trust.**	8. Students review the safety rules. Different students are selected to role-play different situations from the role playing cards.

Teacher Follow-Up Activities

The teacher will continue to reinforce the personal safety rules when appropriate in the classroom.

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Counselor reflection notes (completed after the lesson)

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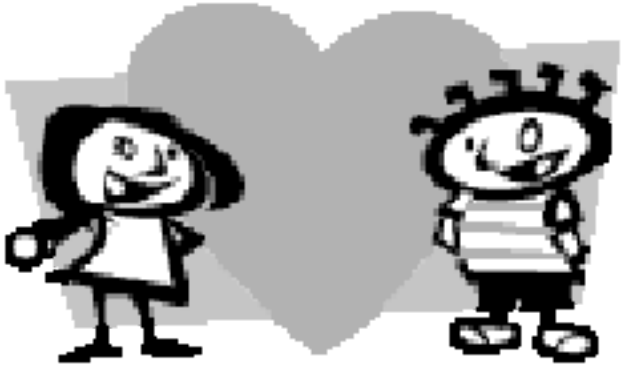
Safety Rules

1. Say "No" in a Big Voice.

2. Get Away to a safe place.

3. Tell Someone You Trust.



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Role Play Cards

A person you don't know very well puts his or her arm around you and it feels uncomfortable.	A classmate pushes you down on the playground.
A person you know puts his or her hand on your leg and it feels uncomfortable.	A family member gives you a hug and it feels comfortable.
Someone is standing too close to you and is talking right in your face.	A student at school hits you.
Make up your own.	Make up your own.

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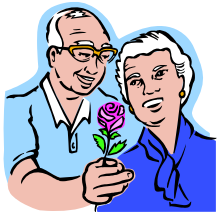
Who are some adults you can trust?

Grandparents



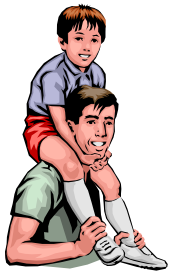
Doctor or Nurse

Teacher

Mom

Principal

Dad



Girl/Boy Scout Leader

Your ideas…

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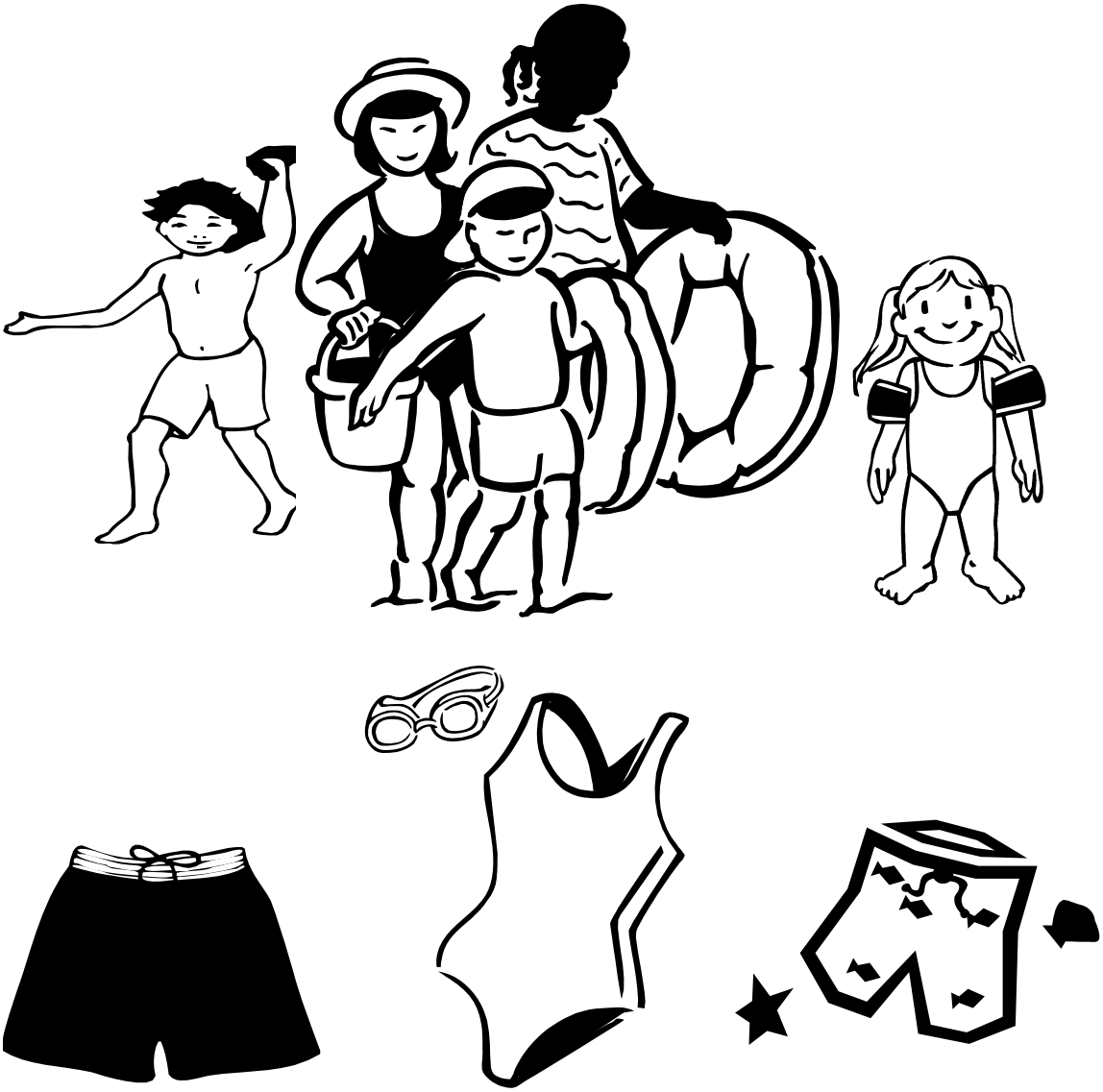
The private parts of your body are where your swimsuit covers.



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Created by: C. Roof and K. Keller

Unit #2 Title: How Life-Changing Events Affect My Life **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: The Changing Times of My Life
Materials/Special Preparations Required:
Picture of four trees sheet
Life Timeline Sheet

Lesson 2: The Changing Times of The Future
Materials/Special Preparations Required:
Picture of four trees sheet
Picture of the Future Activity Sheet
Magic wand and cape

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation(s):
PS.3.C.01.a.i: Recognize the effects of life changes or events related to self.

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
	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 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	
	Health/Physical Education	
	Fine Arts	

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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 be able to share coping strategies for dealing with change in their life.
1st Lesson - Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life.
2nd Lesson – Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.

Brief Summary of Unit:
The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how the handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.

Unit Goals: (lessons 1 and 2)

1. Students will be able to identify some of the changes that occur in past years and their present life.
2. Students will understand that change is a natural part of life and that some changes may require coping skills.
3. Students will be able to identify changes that occur in life due to events.
4. Students will understand that all people experience some kind of tragedy in their lifetime and that such life-changing events may require coping skills.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?
Students need to understand change is going to happen in their lives and that it is important to have coping skills or resources to help them handle change.

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Unit #2 Title: How Life-Changing Events Affect My Life

Lesson Title: The Changing Times of My Life **Lesson** 1 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):
PS.3.C.01.a.i: Recognize the effects of life changes or events related to self.

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)

Picture of four trees
Life Timeline

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 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	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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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.
Each student will complete a timeline of life changing events in their life from birth until the present time.

Lesson Preparation

Essential Questions: How does it affect you when something changes at home? How does it affect you when something changes at school?

Engagement (Hook): Show the students a picture of four trees (show it as a picture/transparency). The picture is titled: A year in the life of a tree. What is happening in the life of the tree in these four pictures? What is happening in picture 1,2,3 and 4? Do we go through changes in our life that affect us like the tree? The students discuss the changes they recognize in pictures. Possible answers: The tree is planted. It grows taller. The tree blooms. The tree looses its leaves each year.
How does the tree's life compare to our life as a human? We are born. We grow taller. Our body changes.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Introduce two puppets. The puppets talk about how life is different for them now in first grade compared to when they were babies.	1. Students respond. They discuss the different changes (bathing, dressing, diapers, eating, crawling, walking, etc.) Parents had to help me bathe. vs. Now I can bathe myself. Parents helped me get dressed vs. Now I can dress myself. I stayed at home/went to daycare. vs. Now I go to school…
2. How did some of these changes affect your life from then until now?	2. Students brainstorm ideas. Possible ideas: I crawled when I was younger. Now I can walk and run. I stayed at home/went to daycare and now I go to school. Other ideas are shared.
3. The puppets say to the students…think about your life changes and brainstorm what they might be. The instructor gives the students a timeline story sheet to complete. Make your own timeline story of the changes you have had in your life so far.	3. Students brainstorm and complete their story.

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4. After the stories are completed the instructor gives students a chance to share and discuss how each change affected their life.	4. Students share stories and how the life changes affected their life. Examples: a. When I was 4 my little brother was born. I was no longer the youngest in my family. I liked being an older brother. b. When I was 5 I started school. I missed my mom. c. When I was 6 my grandma died. I was sad.

Teacher Follow-Up Activities

The students will share their timeline stories with their teacher. The teacher posts the stories in the classroom or sends them home with the students to share the stories with their parents.

Counselor reflection notes (completed after the lesson)

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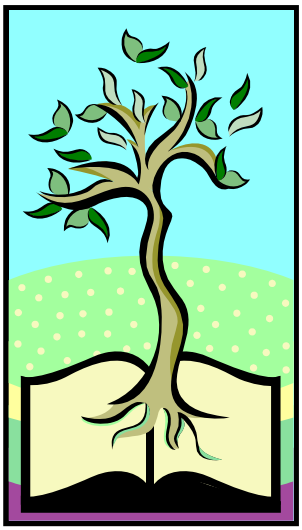
A Year In The Life of a Tree.

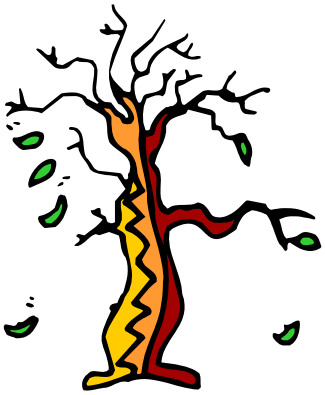
What changes does a tree go through during the year?

What changes does a tree go through during its lifetime?

1.

2. 

3.

4. 

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My Timeline Life Changes Story

Write your age at the top of each picture and draw a picture of your life change that happened at that time.

My life change at age _____.

My life change at age _____.

My life change at age _____.

My life change at age _____.

My life change at age _____.

My life change at age _____.

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Unit #2 Title: How Life-Changing Events Affect My Life

Lesson Title: The Changing Times of The Future **Lesson** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Appropriate time to present this lesson: This is a transition activity for students at the end of the year.

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):
PS.3.C.01.a.i: Recognize the effects of life changes or events related to self.

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)

Picture of four trees
Picture of the Future activity sheet, markers, crayons, pencil
Magic wand and cape
Puppet (male or female or both)
STAR Mini Poster

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 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	
	Health/Physical Education	
	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.
Performance Task: Students will draw a picture of a life-changing event that might happen to them during this next year. They will share their event and how they think it might affect their life. The class will share ideas with the class that might help them handle the event.

Lesson Preparation

Essential Questions: How does it affect you when something changes at home? How does it affect you when something changes at school?

Engagement (Hook): The instructor comes to class with a cape and carrying a magic wand. Wear a hat or a crown. If you are more comfortable you can use a puppet or a picture of a wizard or fairy godmother.

Procedures

Instructor Procedures:	**Student Involvement:**
1. The instructor asks if you were to have a wish for the future what would it be?	1. Students share their wish.
2. Think about your life timelines from last week. What were some of the changes that took place in your life?	2. Students respond.
3. The instructor introduces a puppet friend and says this is Freddie (or Fran) and their wish is to jump one-year into the future to next school year. The instructor steps onto the magic carpet and waves the wand and pretends to help Freddie jump one year into the future. He is now in second grade. What are some of the possible changes that Freddie might face in his life since he is a year older (positive and difficult)?	3. Students share ideas. Possible answers: He might experience some of the following…getting older, new teacher, new baby brother or sister, make a new friend, moving, new pet, learning new math skills, learn how to read better, school is harder, more work, you're smarter, have to miss your favorite shows because you have more homework, changes in his family or friend, more chores at home, etc.
4. The instructor steps back onto the carpet and says let's bring Freddie back to the present.	4. Students listen.

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5. The instructor gives the students a wish sheet for the future. The students are instructed to draw a picture of a wish they have for one year into the future or something they think might happen to them. The instructor may want to show the tree picture from the last lesson to remind students of the changes in a trees life during a year's time.	5. Students will complete the picture.
6. When completed students are asked to bring their pictures and sit down and make a circle around the magic carpet. The counselor introduces a quick problem solving method. Students are given an opportunity to share their picture for the future and how they think the event might affect their life.	6. Students share their ideas. When the students share their ideas the puppet or students come up with ideas on how the student might cope with change using the STAR Problem Solving Model described in step seven. Ideas on how to cope with the change. Example: I will have a new teacher next year. You can work hard and listen then your teacher will think you are a good student. If your math work is harder you can study more. If you make a new friend you will have more friends. You might have more chores so you should get them done faster so you don't have to miss your favorite television shows and your parents would be proud of you.
7. The instructor will use the STAR Model for Problem Solving. This model is used help students brainstorm problem solving ideas and coping strategies for change. Stop – What changing is happening? Think – is this a good thing or a bad thing? Act – What will help me deal with this change? Review – How is this going to affect my life?	7. Students will use the STAR Model with the instructor's guidance when sharing their ideas on the activity sheet.

Teacher Follow-Up Activities

The teacher might want to make a book entitled " Mrs. _____ Class Wishes or Predictions for the Future. Read the book as a class and then put the book in the classroom library.

Counselor reflection notes (completed after the lesson)

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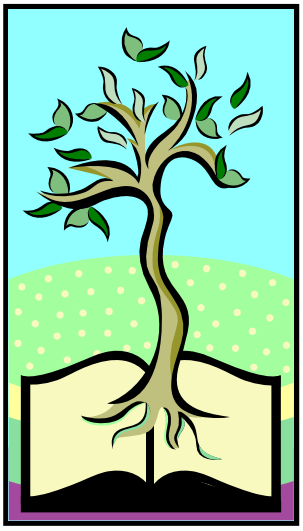
A Year In The Life of a Tree.

What changes does a tree go through during the year?

What changes does a tree go through during its lifetime?

1.

2. 

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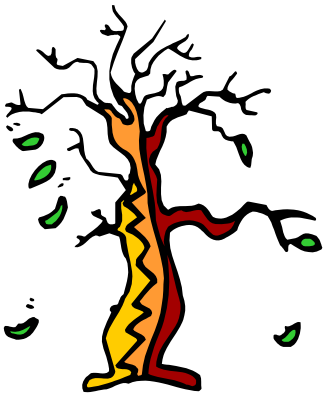
4. 

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Life Changes…My predictions or wish for one year into my future.

Draw a picture of one life-changing event that you think might happen to you during this next year.

My name is _____ I will be _____ years old.

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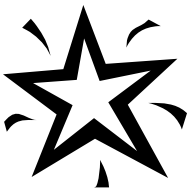

STAR Model of Problem Solving to help with changes.

Stop

What is the change or event in my life that is happening?

Think

Is this a good thing or a bad thing? What do I need to do?

Act

What will help me deal with this change? Decide and take action.

Review

How is this affecting my life or going to affect my life?

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Created by: J. Frankenberg, M. Grandelious, K. Keller, L. Lueckenhoff, P. Schaaf

Unit #1 Title: What Are Safe And Healthy Choices, And How Do I Keep Myself Safe? **Grade Level:** 2

Number of Lessons in Unit: 2

Time Required for each lesson: 30-40 minutes each

Best time of year to implement this Unit: anytime

Lesson Titles:

Lesson 1: STAR Deputies

Materials/Special Preparations Required:

- STAR badge for instructor
- STAR badge worksheet for each student
- STAR model of problem solving worksheet for each student
- Markers
- Pencils
- Drawing materials
- Scissors

Lesson 2: STAR Deputies, Unite!

Materials/Special Preparations Required:

- STAR model of problem solving (one copy per group OR one per student)
- Safety situations worksheet (cut into strips)

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation(s):

PS.3.A.02.a.i: Practice the steps of problem solving and decisions making for personal safety.
PS.3.B.02.a.i: Apply personal safety strategies as they relate to different situations.

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 7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 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

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	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 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 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
	Fine Arts	

Unit Assessment (acceptable evidence):

Students will be given the opportunity to present a skit on how to solve a variety of safety situations.

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Brief Summary of Unit:
In lesson one, students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.

Unit Goals:
Students will practice and apply the problem-solving model to different safety 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 review the STAR method to solving problems.
Students will need basic knowledge of how to work together in groups.

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: STAR Deputies **Lesson** 1 of 2

Grade Level: 2

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.02.a.i: Practice the steps of problem solving and decisions making for personal safety.
PS.3.B.02.a.i: Apply personal safety strategies as they relate to different situations.

American School Counselor Association National Standard (ASCA):
Personal and Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

STAR badge for instructor
Copies of worksheet "STAR model of problem-solving" for each student
Copies of STAR badge for each student
Markers, pencils, drawing materials, scissors

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

X	Goal 1: Gather, analyze and apply information and ideas 7. Evaluate the accuracy of 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 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 8. Assess 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Counselor can observe students working and also assess by the different colored writing on the STAR worksheet.

Lesson Preparation

Essential Questions: What are the steps for problem solving? How do I use the problem-solving model to keep myself safe?

Engagement (Hook): Walk in with a STAR badge on saying that you are the STAR sheriff on problem solving and you need some STAR deputies to make sure people make safe choices.

Procedures

Instructor Procedures:	Student Involvement:
1. Walk in wearing a STAR badge, saying that you are the STAR sheriff for problem solving and you need some STAR deputies to make sure people make safe choices. Tell students they need to be trained as STAR deputies. Review the STAR model of problem solving (worksheet). Use an example such as “what would you do if an older kid told you he would beat you up if you didn’t give him your lunch money?” to practice using the STAR model.	1. Students answer questions on the overhead/worksheet.

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2. Now, you are going to do one in a group of deputies. Hand out STAR worksheet.	2. Students get into small groups and each has a different colored marker and a STAR problem solving worksheet.
3. Tell them, "You are out on the playground and someone gets a cut on his head and is bleeding. What do you do, deputies? Fill in the blanks."	3. Each student contributes to answer the questions.
4. Facilitate a discussion.	4. Students contribute their answers to the questions.
5. "You have gained your STAR deputy badges." Hand out and allow them to color and cut out their badges.	5. Color and cut out STAR deputy badges.
6. "Next week, we will role-play solving problems. Are there any questions before we move on?"	6. Students ask appropriate questions.

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with an unsafe situation.

Counselor reflection notes (completed after the lesson)

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STAR Model of Problem Solving

Stop

What is the problem?

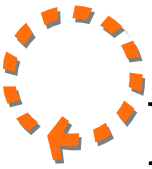
Think

What are some choices?

What might happen with these choices?

Act

Decide and take action



Review

How did it work?

Do I need to try again?

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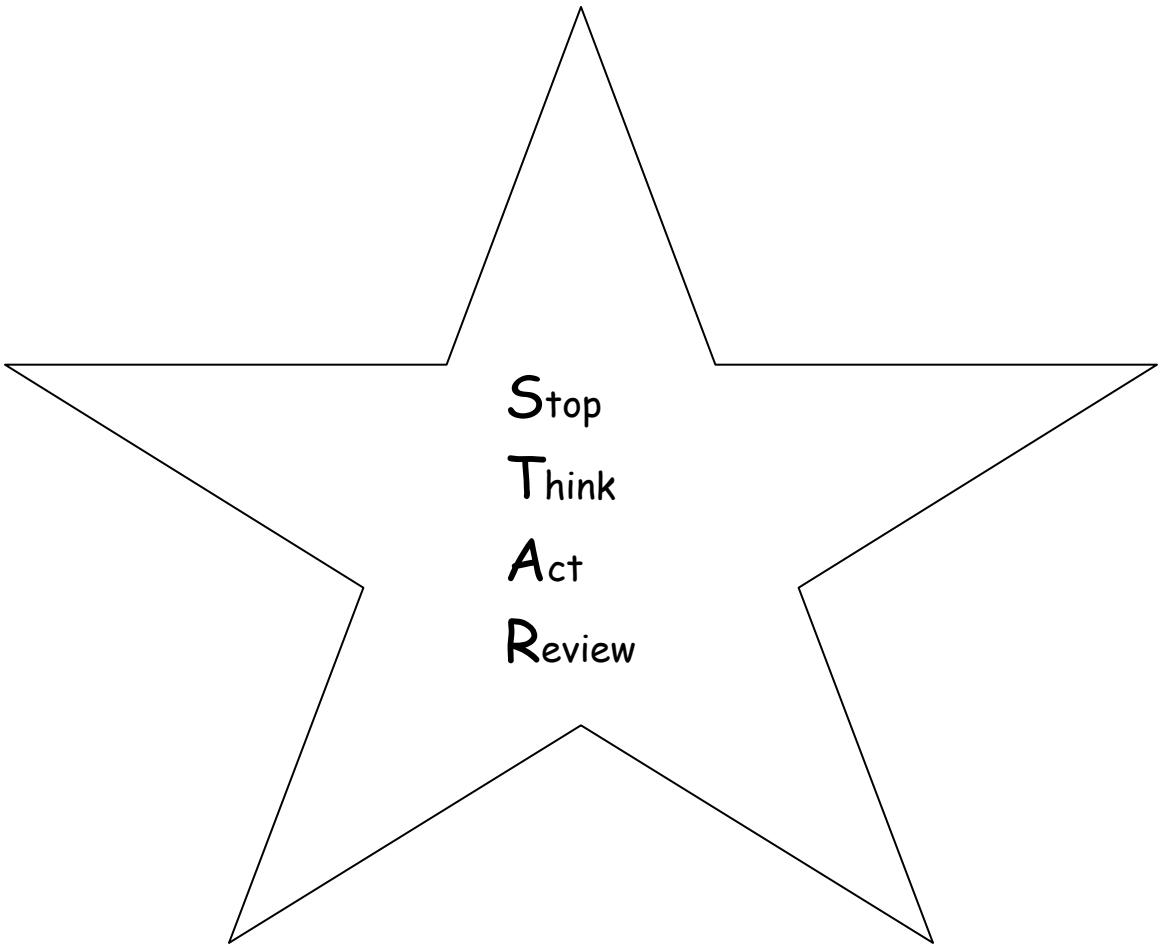

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: STAR Deputies, Unite! **Lesson** 2 of 2

Grade Level: 2

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.02.a.i: Practice the steps of problem solving and decisions making for personal safety.
PS.2.B.02.a.i: Apply personal safety strategies as they relate to different situations.

American School Counselor Association National Standard (ASCA):
Personal and Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

STAR model of problem-solving (one copy per group or one copy per student)
Safety situations worksheet (cut into strips)

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 (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
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 8. Assess costs, benefits, and other consequences of proposed solutions
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

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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	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students participate in the performance activity by presenting their skits.

Lesson Preparation

Essential Questions: Why is it important to know how to solve a problem?

Engagement (Hook): Who earned their STAR deputy badge last week? I need you to unite and solve some situations.

Procedures

Instructor Procedures:	Student Involvement:
1. "Who earned a STAR deputy badge last week? I need you to unite and solve some situations." Divide students into small groups and give each group one safety situation and a STAR worksheet.	1. Students get into groups and read their safety situation.
2. Tell them that their mission is to solve this safety problem using the STAR model and present it in a skit. If they are up to the task, say, "STAR deputies, unite!"	2. Groups say, "STAR deputies, unite!"
3. Counselor checks on each group and their progress.	3. Groups work together to develop a skit based on their safety situation using the STAR problem-solving model.

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4. Counselor asks each group's progress.	4. Each group presents their skit as the other groups watch.
5. At the end, thank them for their work. Say, "STAR deputies unite!"	5. Students say, "STAR deputies unite!"

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with situations.

Counselor reflection notes (completed after the lesson)

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STAR Model of Problem Solving

Stop

What is the problem?

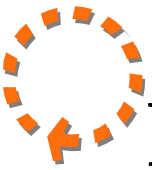
Think

What are some choices?

What might happen with these choices?

Act

Decide and take action



Review

How did it work?

Do I need to try again?

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Safety Situations

1. You are at home and your mom is in the shower and your dad is at work. Someone knocks at the door and says they are delivering a package. What do you do?

2. You and a friend are walking down the street. A car driving by slows down and the driver asks if you have seen a black and white dog. What do you do?

3. A group of friends get together and one person brings a pack of cigarettes. Your friends start to smoke and ask you to join in. What do you do?

4. You are in the bathroom at school and an older kid starts picking on a younger kid. He threatens to hurt him. What do you do?

5. You are on the playground and see another kid start climbing over the fence to get a ball that is about to go into the street. What do you do?

6. Some kids on the bus are drinking something that smells funny. They seem to be having a good time, and ask if you want some. What do you do?

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Unit #2 Title: How does one cope with life-changing events? **Grade Level:** 2

Number of Lessons in Unit: 2 **Time Required for each lesson:** 30 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Stressed Out Sally
Materials/Special Preparations Required
Story- "Stressed Out Sally"-one for each student
Blank paper
Pencils
Markers or highlighters

Lesson 2: Sally's Super Day
Materials/Special Preparations Required
Story- "Sally's Super Day"-one for each student
Chart paper
Markers

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping skills

Grade Level Expectation(s):
PS.3.C.02.a.i: Recognize the effects of life changes or events related to self and others.

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 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
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

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	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 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 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 (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	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Unit Assessment (acceptable evidence):

Students examine and produce examples of what is in and not in their control, and practice showing empathy when others face life-changing events.

Brief Summary of Unit:

In lesson one, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control, and practice empathizing with others based on those events.

Unit Goals:

Students will learn that many events are their responsibility and that they can take control of how they react. They will also learn and practice ways of empathizing with others.

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

Understanding of responsibility and ability to listen to others

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Unit #2 Title: How does one cope with life-changing events?

Lesson Title: Stressed Out Sally **Lesson:** 1 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping skills

Grade Level Expectation (GLE):
PS.3.C.02.a.i: Recognize the effects of life changes or events related to 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 – "Stressed Out Sally" – One copy for each student
Blank paper, pencils and markers or highlighters

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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
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 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 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	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	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Question and answer session

Lesson Preparation

Essential Questions:
Do some events change your life? How do you cope with such problems or events?

Engagement (Hook):
Sally is having a bad day. She needs your help so tomorrow goes better.
Read "Stressed Out Sally" to the students.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Tell students "Sally is having a bad day. She needs your help so tomorrow goes better." Then read "Stressed out Sally" to the students. The story is included in this lesson.	1. Students listen to the story.
2. After reading story, ask students what problems Sally had.	2. Students will supply answers.
3. "Which ones were in her control?" Give each student a copy of "Stressed Out	3. Students will underline things Sally could control.

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Sally" story and have students underline what Sally was in control of, using markers or highlighters.	
4. Discuss responsibility and taking responsibility for your actions.	4. Students contribute to discussion.
5. Discuss proper communication, talking about feelings, anger management techniques, conflict resolution, etc.	5. Students contribute to discussion.
6. Say to the students, "Let's go back to 'Stressed out Sally' and rewrite her day so tomorrow will go better."	6. Students will help rewrite "Stressed Out Sally" by supplying suggestions to help her day go better.

Teacher Follow-Up Activities

Teachers may question students when they are upset:
"Is it in your control?" "What can you do about it?" "How can you cope?"

Counselor reflection notes (completed after the lesson)

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Stressed Out Sally

Written by Jennifer Frankenberg

Sally got up late this morning because she forgot to set her alarm clock. She yelled at her mom for not getting her up on time. Since she got up so late, she was not able to eat breakfast before having to get to school. On her way out the door running to the bus, she forgot her homework on the table. Because of this, she had to stay in at recess to finish her homework. When her friend came in from recess, she was angry with Sally because Sally was not outside to play with her. They got into a fight and didn't speak the rest of the day. During lunch, Sally spilled her milk all over herself, got angry, and threw her tray on the floor. When she lined up to go back to class, the boy behind her accidentally bumped into her. Sally got so angry that she punched him in the stomach. A teacher saw this and sent her to the principal's office. Sally was given a detention for fighting. By the time Sally got home, she was very angry. She saw her brother playing with her favorite game and yanked it away and yelled at him. Her father grounded her for a week because of her behavior. At dinner, the family was having meatloaf, and Sally hated meatloaf. She told her mom she hated her for fixing the meatloaf. After dinner, she was sent to her room to finish her homework and think about her day. She had a lot of homework, but did not do it all. She decided to go to bed early.

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Created by: J. Frankenberg, M. Grandelious, K. Keller, L. Lueckenhoff, P. Schaaf

Unit #2 Title: How does one cope with life-changing events?

Lesson Title: Sally's Super Day **Lesson:** 2 of 2

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping skills

Grade Level Expectation (GLE):
PS.3.C.02.a.i: Recognize the effects of life changes or events related to 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 – "Sally's Super Day" (one copy for each student)
Chart paper, 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
X	Goal 2: Communicate effectively within and beyond the classroom 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 8. Assess 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Observe student ability to empathize with others during the activity.

Lesson Preparation

Essential Questions:
How do you cope with life-changing events?
How can you help others in need of support for life-changing events?

Engagement (Hook):
Remember Sally? Your suggestions helped! Here is how her day went yesterday.
Read "Sally's Super Day".

Procedures

Instructor Procedures:	**Student Involvement:**
1. "Remember Sally, the girl who was having the stressed out day? Your suggestions helped! Here is a description of how her day went yesterday." Read "Sally's Super Day". The story is included at the end of the lesson.	1. Students listen to the story.
2. Make a chart with two columns. Label one "in control" and label the other one "not in control." Ask students which things Sally is in control of, and which things she is not in control of. List them on the chart in the appropriate columns. Students can also add other things to the list from their own lives.	2. Students contribute answers.
3. We know her grandmother's death was not in her control. What can she do to cope?	3. Students offer suggestions.

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4. Discuss listening skills and putting yourself in another's shoes (empathy). Ask students, "What could you do to help Sally today?" Make sure answers are appropriate. Help supply answers as needed.	4. Students think about good things to do/say, and things that would not be helpful.
5. Have students' pair up and practice saying empathic words to Sally. Circulate to make sure they are saying helpful things and are on task.	5. Students practice.

Teacher Follow-Up Activities

Help students learn to empathize when life-changing events arise.

Counselor reflection notes (completed after the lesson)

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Sally's Super Day

Written by: Jennifer Frankenberg

Sally got up on time and was in a good mood because she had plenty of time to get ready for the day. Her mom was waiting in the kitchen for her with a healthy breakfast. She told her mom, "Good morning," and gave her a big hug. She rode the bus to school and greeted her teacher when she got to the classroom. Since her homework was finished, she got to go outside during recess and play with her best friend. Sally was excited to get to the lunchroom, because they were having tacos, and she liked tacos. She accidentally spilled milk on herself, and asked to go to the restroom to clean up. When lining up, she bumped into the boy in front of her. She said, "Excuse me," but the boy started yelling at her to watch where she was going. He got sent to the principal's office. She went back to the classroom and worked hard to get all her assignments finished so she didn't have any homework. When she got home, she was in a really good mood. Her brother was playing with her favorite game and she joined him. She didn't really like what they were having for dinner, but she ate it politely. After dinner, she helped clean up the kitchen before sitting down to read her library book. As Sally was getting ready to go to bed, the phone rang. It was her aunt, calling to say that her grandmother had died.

What an end to a super day!

What can Sally do now? What would you say to her?

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Created by: J. Frankenberg, M. Grandelious, K. Keller, L. Lueckenhoff, P. Schaaf

Unit #1 Title: What Are Safe And Healthy Choices And How Do I Keep Myself Safe? **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Don't Tease Me!

Materials/Special Preparations Required

- Prearrange with a student that you are going to tease them and bother them
- Chalkboard and chalk or chart paper and markers

Lesson 2: Can You Erase the Damage?

Materials/Special Preparations Required

- Large sheet of butcher paper
- Marker
- Sheet of paper for each student
- Tape

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation(s):

PS.3.A.03.a.i: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.

PS.3.B.03.a.i: Identify issues that impact 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
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 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

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	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 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	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Assessment (acceptable evidence):

Students will provide kind comments to replace mean comments.

Brief Summary of Unit:
In lesson one, students will learn why people tease and bully others, and ways to more appropriately communicate their needs. During lesson two, they will participate in a demonstration of how words cannot be erased once they are said.

Unit Goals:
Students will learn the damaging effects of teasing.

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

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe**?**

Lesson Title: Don't Tease Me! **Lesson** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.03.a.i: Apply effective problem solving, decision-making, and refusal skills to make safe and healthy life choices at school.
PS.3.B.03.a.i: Identify issues that impact personal safety.

American School Counselor Association National Standard (ASCA):
Personal and Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Prearrange with a student that you are going to tease them and bother them
Chalkboard and chalk, or chart paper and 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 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 8. Assess costs, benefits, and other consequences of proposed solutions
	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	
X	Social Studies	6. Relationships of the individual and groups to

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		institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Question and answer, modeling

Lesson Preparation

Essential Questions: What situations cause students to be, or feel, unsafe? How can I make safe and healthy choices at school?

Engagement (Hook): Come in to class prepared to tease a student (pre-arranged). Then, get in that student's personal space, and begin teasing the student. When students act surprised, ask, "What is the problem?"

Procedures

Instructor Procedures:	**Student Involvement:**
1. Come in to class and tease a student (pre-arranged). Get in that student's personal space, and begin teasing the student. When students act surprised, ask, "What is the problem?"	1. Students watch, and then try to describe what the problem is. (That the student appeared to feel worried, scared, unsafe, etc.)
2. Ask students to brainstorm times when they felt unsafe at school (physically or emotionally). Write them down on the board or chart paper.	2. Students brainstorm.
3. Discuss that many times people do things because they want something (attention, a better seat, to play, to look cool, etc.) but don't always know the best way to handle it. Why do students use these behaviors (those listed from brainstorming)? Write reasons next to the behaviors.	3. Students listen and discuss why others may act this way.
4. Ask students if they ever did any of these	4. Students provide examples and answer the

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behaviors and ask for examples. How did that work for you? Did you get what you wanted?	questions.
5. What are other ways to get what you want? List on board or chart paper.	5. Students contribute ideas such as: tell people how you feel, ask for what you want, wait for what you want, etc.
6. Sometimes, no matter how kind you are, you still do not get what you want. How can you handle this? Practice these before we meet next week.	6. Students answer and agree to try to practice desired behaviors.

Teacher Follow-Up Activities

Remind students to use appropriate ways to get what they want.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?

Lesson Title: Can You Erase the Damage? **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.03.a.i: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.
PS.3.B.03.a.i: Identify issues that impact personal safety.

American School Counselor Association National Standard (ASCA):
Personal and Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Large sheet of butcher paper, marker, sheet of paper for each student, tape

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 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 8. Assess 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	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		Responsibility

Lesson Assessment (acceptable evidence):

Observation and ability to define nice, caring things to say to others.

Lesson Preparation

Essential Questions: Why is it important to treat people the way you want to be treated? Can you ever undo the damage caused by mean words and teasing?
Engagement (Hook): Today and today only, you are going to get to say mean things to me without me correcting you (use words that are appropriate for school).

Procedures

Instructor Procedures:	Student Involvement:
1. Put up large piece of butcher paper. Ask students to say mean things, without using bad words. Write these down on the butcher paper.	1. Students share their mean words.
2. Talk about the damage these things cause in friendship. Discuss how people feel when they are told these things.	2. Students discuss.
3. Now, we are going to try to repair the damage. Hand out a sheet of paper to each student and ask him or her to write down nice things to say instead.	3. Students write down kind words on their paper.
4. Call each student up to say what he or she wrote and tape it over the mean words on the butcher paper.	4. Students share their ideas and tape the paper on the butcher paper.

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5. When all students are finished, talk about how there are still words that can be seen on the paper. "Can you ever erase the damage done once the words are out?"	5. Students discuss, and share times when they still remember mean words that were said to them and how it affected them.

Teacher Follow-Up Activities

Teacher will follow up to have students say or write 3 kind things for any mean or hurtful thing they say to someone.

Counselor reflection notes (completed after the lesson)

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Unit #2 Title: How Does One Cope With Life Changing Events? **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: What to do? What to do? Part One
Materials/Special Preparations Required
Life Changing Situations sheet
Pencils
Chart paper
Markers

Lesson 2: What to do? What to do? Part Two
Materials/Special Preparations Required
Student notes from Lesson 1
Any props necessary for skits
Copies of Solution sheet
Pencils

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies

Grade Level Expectation(s):
PS.3.C.03.A.I: Identify coping skills for managing life changes or events

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 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements

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	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 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations
	Fine Arts	

Unit Assessment (acceptable evidence):

Students will work in groups to determine coping skills to use with life-changing events. They will perform skits for each other and write what they learned from each presentation.

Brief Summary of Unit:
In small groups, students will work together to determine how to best cope with a life-changing event. They will plan and present a skit on this situation and make notes on coping skills to use in various situations.

Unit Goals:
Students will learn many appropriate ways 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?

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Knowing what life-changing events are How to work in groups

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Unit #2 Title: How does one cope with life-changing events?

Lesson Title: What To Do? What To Do? Part One **Lesson** 1 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):
PS.3.C.03.a.i: Identify coping skills for managing life changes or 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)

Life Changing Situations sheet (cut into separate situation strips), pencils, chart paper and markers

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
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 6. Apply communication techniques to the job search and to the workplace
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 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

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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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Observation of students working together on coping skills

Lesson Preparation

Essential Questions: How can you cope with a life-changing event?

Engagement (Hook): Enter the classroom exaggerating a way of inappropriately handling you losing your job.

Procedures

Instructor Procedures:	Student Involvement:
1. Enter the classroom exaggerating a way of inappropriately handling you losing your job. Review life-changing events and what is in a person's control and what is not in their control.	1. Students listen and participate in review.
2. Divide students into small groups. Give each group a piece of chart paper and a different colored marker. Give each group a life-changing situation slip. They will brainstorm ways to deal with the situation, and formulate a plan to present their ideas	2. Students get into groups, read their situation, brainstorm how to handle these feelings, and work on how to present.

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in skits during the next lesson. Circulate around the room ensuring that they are all on task. 3. Remind students that they will present their ideas in skits during the next lesson.	3. Students finish up and go back to their seats.

Teacher Follow-Up Activities

Teacher can designate a time for students to practice their presentation for next class. Remind students of effective coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

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Lesson 1 Materials

Life-Changing Situations

1. Your parents tell you that they are getting a divorce. You don't understand why because you never saw them fight. You are furious and have a lot of angry energy. **What to do? What to do?**

2. Your parents tell you that your favorite grandmother has passed away. You loved spending time with her and will miss her a lot. You feel very sad and tired. **What to do? What to do?**

3. Your mother just had a new baby boy. You're excited about having a new baby in the family, but worry about sharing time with your parents. **What to do? What to do?**

4. Your house just burned down. You lost all of your possessions and are not sure where you will live. You are very scared. **What to do? What to do?**

5. Your dad just got remarried and you are not sure what to think of your new step-mom. She does things very differently than your mom does. You have already gotten in trouble for not putting your clothes away correctly. You are frustrated knowing that you are going to have to learn and follow a new set of rules. **What to do? What to do?**

6. Your aunt comes to see you at school and tells you that your mom and dad were in a bad car accident. They are in the hospital. Your aunt will take you to the hospital. You are worried about your parents. **What to do? What to do?**

7. Your brother just returned from college. He has been gone for an entire year. You feel excited about having him home; however, you have to move out of your room to another room in the house so he has a place to sleep. **What to do? What to do?**

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Unit #2 Title: How does one cope with life-changing events?

Lesson Title: What to do? What to Do? Part Two **Lesson:** 2 of 2

Grade Level: 3

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:
PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):
PS.3.C.03.a.i: Identify coping skills for managing life changes or 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)

Student notes from previous lesson, any props necessary for skits, copies of Solution Sheet for each student, pencils

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
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 6. Apply communication techniques to the job search and to the workplace
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 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

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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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will perform skits and note ideas for problem solving in various situations

Lesson Preparation

Essential Questions:
How can people learn how to cope with a life-changing event?

Engagement (Hook):
Come into the classroom, appropriately handling loosing your job.
"Now it is your turn to show how to cope."

Procedures

Instructor Procedures:	Student Involvement:
1. Come into the classroom, appropriately handling loosing your job. Remind students that in the last lesson they were given life-changing situations to practice coping skills and problem solving. "Now it is your turn to show how to cope."	1. Students follow along on the sheet.
2. Hand a solution sheet to each student and explain they will take notes on ideas for	2. Students watch each group and write down at least one thing they learned from

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problem solving and coping in life-changing situations.	each presentation.
3. Have each group present.	3. Students watch and listen.
4. Give each group a power clap after they present. (Count 1, 2, 3 and everybody claps once)	4. Students give power claps.
5. Discuss with students the notes they made on their solution sheets.	5. Students finish solution sheets and use for discussion.

Teacher Follow-Up Activities

Give feedback to students on their coping skills when life-changing events occur.

Counselor reflection notes (completed after the lesson)

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Name: _____ Date: _____

"What to Do" Solution Sheet

Situation 1: Your parents tell you that they are getting a divorce. You don't understand why because you never saw them fight. You are furious and have a lot of angry energy.
What I learned:

_____

_____

_____

_____

Situation 2: Your parents tell you that your favorite grandmother has passed away. You loved spending time with her and will miss her a lot. You feel very sad and tired.
What I learned:

_____

_____

_____

_____

Situation 3: You find out that your father got transferred to another state for his job. You will have to move at the end of the school year and won't be able to see your friends anymore. You are nervous about making new friends and what your new school will be like.
What I learned:

_____

_____

_____

_____

Situation 4: Your house just burned down. You lost all of your possessions and are not sure where you will live. You are very scared.
What I learned:

_____

_____

_____

_____

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Situation 5: Your dad just got remarried and you are not sure what to think of your new step-mom. She does things very differently than your mom does. You have already gotten in trouble for not putting your clothes away correctly. You are frustrated knowing that you are going to have to learn and follow a new set of rules.
What I learned:

_____

_____

_____

_____

Situation 6: Your aunt comes to see you at school and tells you that your mom and dad were in a bad car accident. They are in the hospital. Your aunt will take you to the hospital. You are worried about your parents.
What I learned:

_____

_____

_____

_____

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Unit #1 Title: Keeping Myself Safe By Making Safe and Healthy Choices. **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 90 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What are bullying and harassment?

Materials/special preparations Required:

Student handouts: Bully survey, What Is a Bully? note sheet, Scenarios for Groups, Writing Materials.

Transparencies: Definitions of four types of bullying, definition of harassment, bully, target, witness/reporter definitions

Answer Key for Bully survey

STAR poster

Star Model Problem

Solving Poster

Scenarios for Groups

"Say No" poster

Lesson 2: Drug and Alcohol Awareness

Materials/special preparations Required:

Transparencies of several drug statistics, the scoring rubric, and the drug information worksheet

Writing and Drawing Materials**.** Various Drug Information Packets for groups.

Scoring Rubrics for each student.

Drug Information Research Worksheet outline.

Puppets

Poster board

Magazines and newspapers.

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation(s):

PS.3.A.04.a.i: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.

PA.3.B.04.a.i: Describe different types of violence and harassment, and identify strategies for intervention.

American School Counselor Association National Standard (ASCA):

Personal/Social

B: Students will make decisions, set goals and take necessary action to achieve goals.

C: Students will understand safety and survival skills.

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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 presentation and works 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, questions, and ideas while recognizing the perspectives of others
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purpose 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
X	Goal 4: Make decisions and act as responsible members of society and others 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	1. Structures of, functions of, and relationship among human body systems. 5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use.)
	Fine Arts	

Unit Assessment (acceptable evidence):

Lesson 1 Students will be able to use the STAR problem solving method to solve a real life scenario.
Lesson 2 Students will share their knowledge by creating and presenting a poster, puppet show, skit, or oral presentation.

Brief Summary of Unit:
Lesson 1 – Students will learn about the four types of bullying and a definition of harassment. They will use the STAR problem solving method to solve real life scenarios.

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Lesson 2 – Students will teach each other about four different categories of drugs and share facts and refusal methods.

Unit Goals:
Students will be able to identify bullying and harassment situations.
Students will know facts about drugs and alcohol and how to not use or abuse them.

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 review the STAR method to solving problems and the "Say No" method of dealing with dangers. Students will need basic knowledge of how to work together in groups.

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Unit #1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: What Are Bullying And Harassment? **Lesson** 1 of 2

Grade Level: 4

Length of Lesson: 90 Minutes or Two 45 minute sessions

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.04.a.i: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.
PS.3.B.04.a.i: Describe different types of violence and harassment, and identify strategies for intervention.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Student handouts: Bully survey, What Is a Bully? note sheet, Scenarios for Groups, Writing Materials

Overheads: Definitions of four types of bullying, definition of harassment, bully, target, witness/reporter definitions, Answer Key for Bully survey, STAR poster, Star Model Problem-Solving Poster, Scenarios for Groups, "Say No" poster

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
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
	Goal 4: Make decisions and act as responsible members of society

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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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Assessment will be done through a True/False survey, student notes, and question and answer.

Lesson Preparation

Essential Questions: What are unsafe situations and how does a person avoid them? How does a person utilize and apply problem-solving skills to the school environment and with others? What are bullies, targets, and reporters and how can people move from group to group?

Engagement (Hook): Students receive a True/False bullying survey to fill out at the very beginning if the class.

Procedures

Instructor Procedures:	**Student Involvement:**
Session 1	**Session 1**
1. Counselor hands out the What is bullying? True/False survey and gives students a few minutes to fill it out	1. Students complete the survey.
2. Counselor asks students to turn the survey over to the back where they will find the outline for note taking the definitions for bully, target, reporter, harassment, and the four types of bullying.	2. Students turn over to the note taking side.
3. Counselor, prior to using the overhead, first asks students to give their definitions or examples of what a bully is and then	3. Students take notes.

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she/he shows the supplied definition using the transparency of the definitions.	

4. Counselors follows up with each of the other definitions:
• Target
• Witness/Reporter
• Harassment
• Types of bullying
  o Physical
  o Emotional
  o Verbal
  o Sexual
	4. Students take notes on each of the definitions given.

5. Counselor wraps up the class by looking at the survey and going over it to see if students have changed their minds about their answers.	5. Students review survey answers and discuss the correct answers.
6. Counselor collects the notes/survey sheets and keeps them for the second session.	6. Students turn in their survey/note paper to the counselor.
Session 2	**Session 2**
1. Counselor hands out the notes from the first session and asks students to look over them. Counselor explains that the students will be dividing into small groups of 3-4 people and each group will receive a scenario of a real life situation. The group will then: • Decide what kind of bullying is happening. • Decide on two ways the person/people in the story could handle the bully and the situation.	1. Students will look at their notes and True/False survey as the counselor reviews the information.
2. Counselor divides students into small groups and gives each group a scenario to read and discuss.	2. Students move into two groups. They decide who will report on the scenario, who will tell about the type of bullying, and who will share their solutions.
3. Groups have 15 minutes.	3. Groups have 15 minutes to read and discuss.
4. Groups are called back to order and they have one representative tell about their	4. Groups give their reports to the entire class.

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scenario, one tell about what kind of bullying is happening and why they think that, and one who explains the two solutions they came up with for the situation.	
5. Counselor can wrap up by having students share what they have learned about bullying and a strategy that they liked that they plan to try.	5. Students respond.

Teacher Follow-Up Activities

Use the STAR Problem Solving Method when the class has conflict or social problems.

Counselor reflection notes (completed after the lesson)

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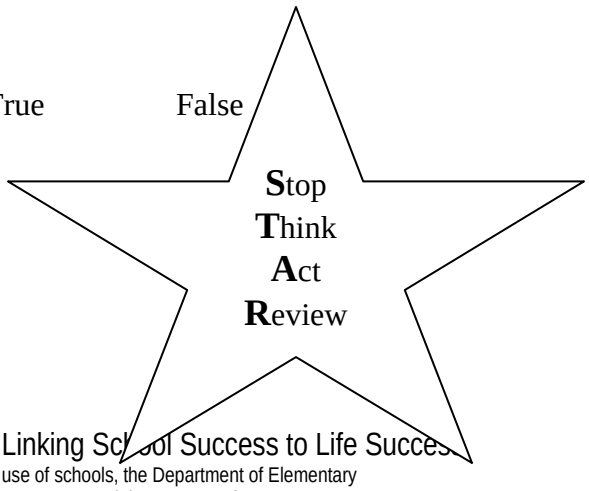
What is Bullying?

Survey

DIRECTIONS: Read each statement carefully and circle your response.

1. Bullying is just teasing.	True	False
2. Some people deserve to be bullied.	True	False
3. Only boys are bullies.	True	False
4. People who complain about bullies are just babies.	True	False
5. Bullying is a normal part of growing up.	True	False
6. Bullies will go away if you ignore them long enough.	True	False
7. All bullies have low self-esteem.	True	False
8. When you tell an adult when you are being bullied, that is tattling.	True	False
9. The best way to deal with a bully is by trying to get even or fighting.	True	False
10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks.	True	False



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What is Bullying?

Note-taking Worksheet

Bully	Target vs. Victim
Witness/reporter vs. tattling	Harassment
Physical Bullying	Verbal Bullying
Emotional Bullying	Sexual Bullying/Harassment

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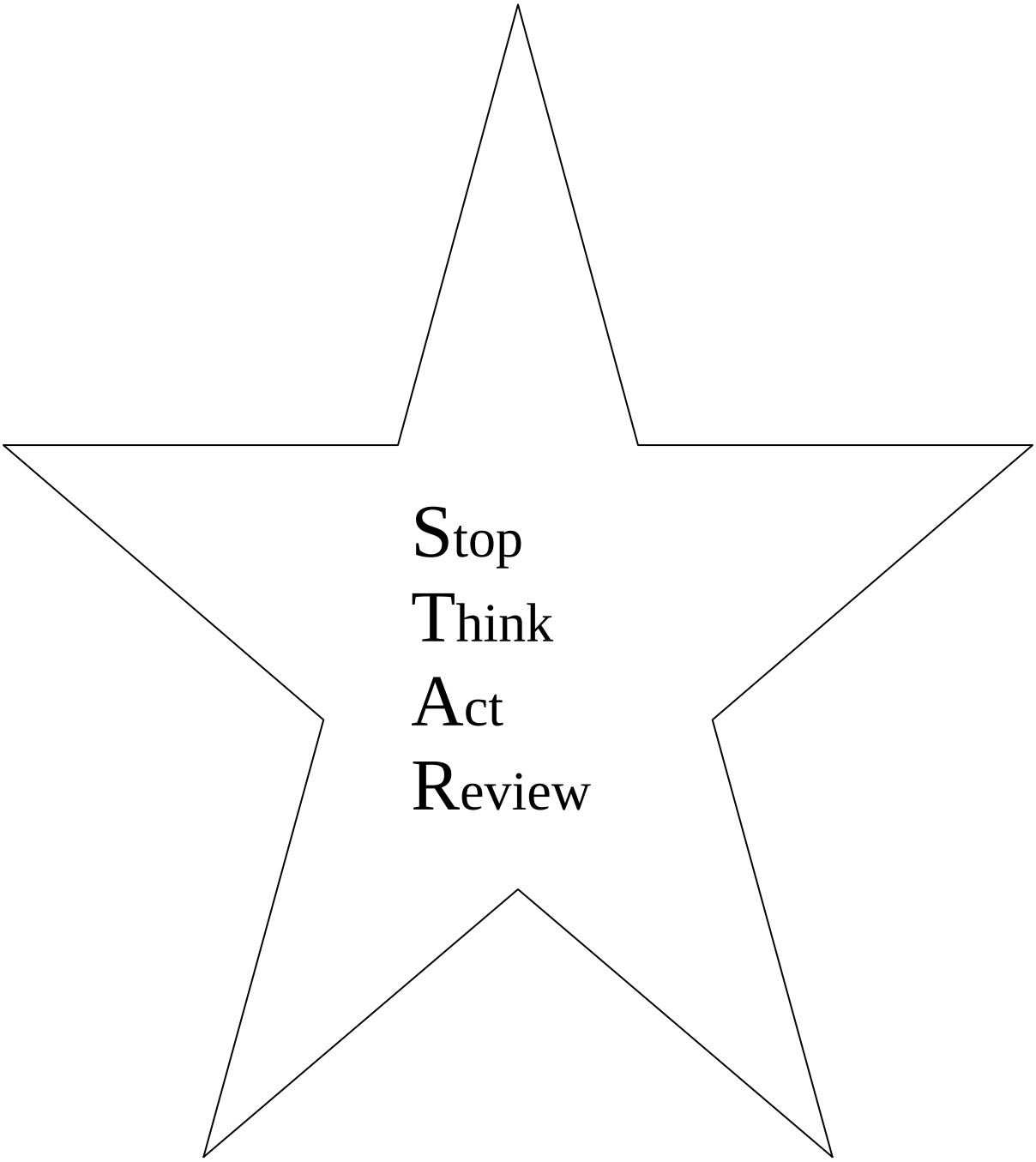

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Student Safety Rules
Words to Remember

Say NO!

Get Away!

Tell!

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Teacher Notes and Key

Answers to the survey:

They are all FALSE except number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing but it can also be violent and intimidation. Bullying always hurts while teasing can be fun sometimes.

2. No one asks to be hurt and bullying is intentional hurting.

3. Both boys and girls bully although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.

4. People who say they don't like to be hurt are standing up for themselves. They are more grown up then the bullies.

5. Having someone HURT you should not be a normal part of growing. Bullying is hurtful. If you think that hurting others is okay then you are saying it is okay to bully. It is not.

6. Sometimes this is true. Sometimes if bullies cannot use intimidation they will move on to someone they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.

7. Some bullies feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.

8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.

9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier and can cause worse problems.

10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away but emotional and verbal bullying can leave marks forever on a person.

Definitions:
Bully: people who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: person a bully picks on. Bullies choose targets for many different reasons. They may see them as week or just different.

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Witness/Reporter: a person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.
Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone one. According to the law it is the *perception* of the person being harassed not the harasser that matters.

Physical bullying: when the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal bullying: name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is *"Sticks and stones can break your bones, but words can break your heart."*

Emotional bullying: this is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual bullying: this can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

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Scenarios for group discussion

1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.	2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."
3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.	4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.
5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.	6. Tom and Dion do not much care for school, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.

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STAR Model of Problem Solving

Stop

What is the problem?

Think

What are some choices?

What might happen with these choices?

Act

Decide and take action

Review

How did it work?

Do I need to try again?

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Unit #1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: Drug and Alcohol Awareness **Lesson** 2 of 2

Grade Level: 4

Length of Lesson: 90 minutes or Three 30 minute sessions

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.04.a.i: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.
PS.3.B.04.a.i: Describe different types of violence and harassment, and identify strategies for intervention.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Transparencies of several drug statistics, the scoring rubric, and the drug information worksheet. Writing and Drawing Materials**.** Various Drug Information Packets for groups. Scoring Rubrics for each student. Drug Information Research Worksheet outline. Puppets, poster board, magazines, newspapers.

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
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 1. Explain reasoning and identify information used to support decisions

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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	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 personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Small groups of students will present an oral or visual presentation about their category of drug.

Lesson Preparation

Essential Questions: What are unsafe substances and how does a person avoid them? How does a person utilize and apply problem-solving skills to the school environment and with others?

Engagement (Hook): Counselor will post a transparency with several drug statistics on it drawing the students' attention to what drugs can do to them.

Procedures

Instructor Procedures:	**Student Involvement:**
Session 1	Session 1
1. Counselor opens with a transparency of drug statistics that pertain to youth. Copies can be handed out to the students.	1. Students view the statistics and discuss their findings.
2. The counselor tells students they will be developing and presenting reports on the side effects of drugs. The counselor divides students into four groups.	2. Each group divides up work responsibilities and decides what format they will present their project in.
3. Counselor hands out drug information packets – one group gets tobacco, one group alcohol, and two groups illegal/ prescription drugs.	3. Each group receives and information packet with facts about the drug they are to report on.

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4. Counselor reviews the scoring rubric as he/she discusses the kinds of projects that groups can present.	4. Groups review the scoring rubric.
5. Counselor hands out information research notes papers to each student. The counselor differentiates between use of legal substances vs. use and abuse of illegal substances.	5. Groups begin their research and decide on the format of their project.
6. Counselor collects all notes and places them in a folder for each group.	6. Groups hand in all notes.
Session 2	**Session 2**
1. Counselor hands out research folders and students have the entire time to prepare their projects. Groups can do a poster, puppet show, oral presentation, or a skit.	1. Each group receives its research folder and begins work on presentation.
2. The counselor instructs groups to use materials to develop presentations.	2. Groups use materials provided by counselor.
3. Counselor keeps the presentations until third session.	3. Groups turn in all supplies to counselor.
Session 3	**Session 3**
1. Counselor hands out rubric grading sheet to each student. Students will grade each presentation as it is presented.	1. Each group presents their project. Their peers using the assignment rubric assess students.

Teacher Follow-Up Activities

The teacher reviews the group projects.

Counselor reflection notes (completed after the lesson)

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Drug Information Research Sheet

Drug researching_____

Presentation style: [ ] poster [ ] puppet show [ ] oral presentation [ ] Power point

Legal or illegal: _____

What age (if any) is this drug okay for: _____

Members of your group: _____

Type of drug:
- [ ] Stimulant
- [ ] Depressant
- [ ] Hallucinogen
- [ ] Other _____

Forms the drug comes in:

Physical Effects of the drug: (Be sure to fill out the body outline showing what organs and systems the drug affects)

Uses for this drug:

Five important facts about this drug:

1.

2.

3.

4.

5.

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Name/describe two ways to avoid abuse of this drug.
1.

2.

Presentation Rubric

1. Drug information presented was clear and easily understandable.	2	1	0
2. Type of drug was described	2	1	0
3. Forms the drug comes in was described/shown	2	1	0
4. Two ways to avoid abuse were presented	4	2	0
5. Five important facts were shown/explained	5 / 4	3 / 2	1 / 0
6. Project was neat.	2	1	0
7. Project was creative	2	1	0
8. Project was complete	2	1	0
9. Project was well organized	2	1	0
10. Over all project grade			

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Unit #2 Title: How Does A Person Cope With Life Changing Events? **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Conflict Mediation Part 1: Getting ready
Materials/special preparations Required:
Student handouts (What is Conflict? Graphic organizer, Three different approaches to conflict sheet, Mediation do's and don'ts, and communication pyramid.)
Chart paper
Markers
Pencils
Post it notes

Lesson 2: Conflict Mediation Part 2: Practice.
Materials/special preparations Required:
Mediation contract
Student handouts from part 1

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation(s):
PS.3.C.04.a.i: Utilize coping skills for managing life changes or 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
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
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 other
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.

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	Goal 4: Make decisions and act as responsible members of society 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 (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	

Unit Assessment (acceptable evidence):

Students will use the skills learned about conflict mediation in practice mediation sessions using real life situations.

Brief Summary of Unit:
Students will learn about kinds of conflict and how they affect the body and stress levels. They will learn techniques that can be used to help solve conflict.

Unit Goals:
Students will acquire techniques to use to handle conflict and relieve stress.

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 basic knowledge of how to work together in groups.

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Unit #2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Conflict Mediation – Part 1: Getting ready **Lesson** 1 of 2

Grade Level: 4

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.04.a.i: Exhibit coping skills for managing life-changes or 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)

Handouts for each student: What is Conflict? Three Different Approaches to Conflict, Mediation Do's and Don'ts, Communication Pyramid. Chart paper and markers, small post it notes for student use, 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 research
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 one's own experiences 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	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

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		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		Goal Setting	X	Responsibility

Lesson Assessment (acceptable evidence):

Students will share their ideas in small groups and large group after each presentation of material.

Lesson Preparation

Essential Questions: What are life-changing events? How does a person cope with life-changing events? How can conflict mediation be a tool to use in a variety of life changing events?

Engagement (Hook): Counselor will have previously prepared two students who will come into the classroom having an argument. The counselor will intervene and act as the mediator. She/he will then ask the rest of the class to explain what they just observed and what the outcome was.

Procedures

Instructor Procedures:	**Student Involvement:**
Session 1	**Session 1**
1. The counselor will act as the mediator and help the students mediate their argument.	1. Two students will enter the classroom arguing loudly.
2. Counselor will ask the class to explain what they just saw.	2. Students will explain what they observed.
3. The counselor will hand out the mediation packet and ask students to brainstorm “What is conflict?”	3. Students will look through the mediation packet and begin to brainstorm answers to “What is conflict?”
4. Counselor will discuss escalation and de-escalation of conflict and look at the win-win or lose-lose scenarios. Counselor will also present the idea of aggressive, passive, and assertive responses to conflict.	4. Students will discuss various conflict scenarios and responses.
5. Counselor will present the mediation	5. Students will discuss the Mediation Do’s and

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Do's and Don'ts and the communication pyramid.	Don'ts and look at the communication pyramid.
6. Counselor will end the session letting students know that next time they will actually role-play a practice mediation.	6. Students will understand that next session they will be doing an actual mediation practice session.

Teacher Follow-Up Activities

Students will share the Mediation Do's and Don'ts with their teacher. Students will practice the skills learned to resolve conflicts.

Counselor reflection notes (completed after the lesson)

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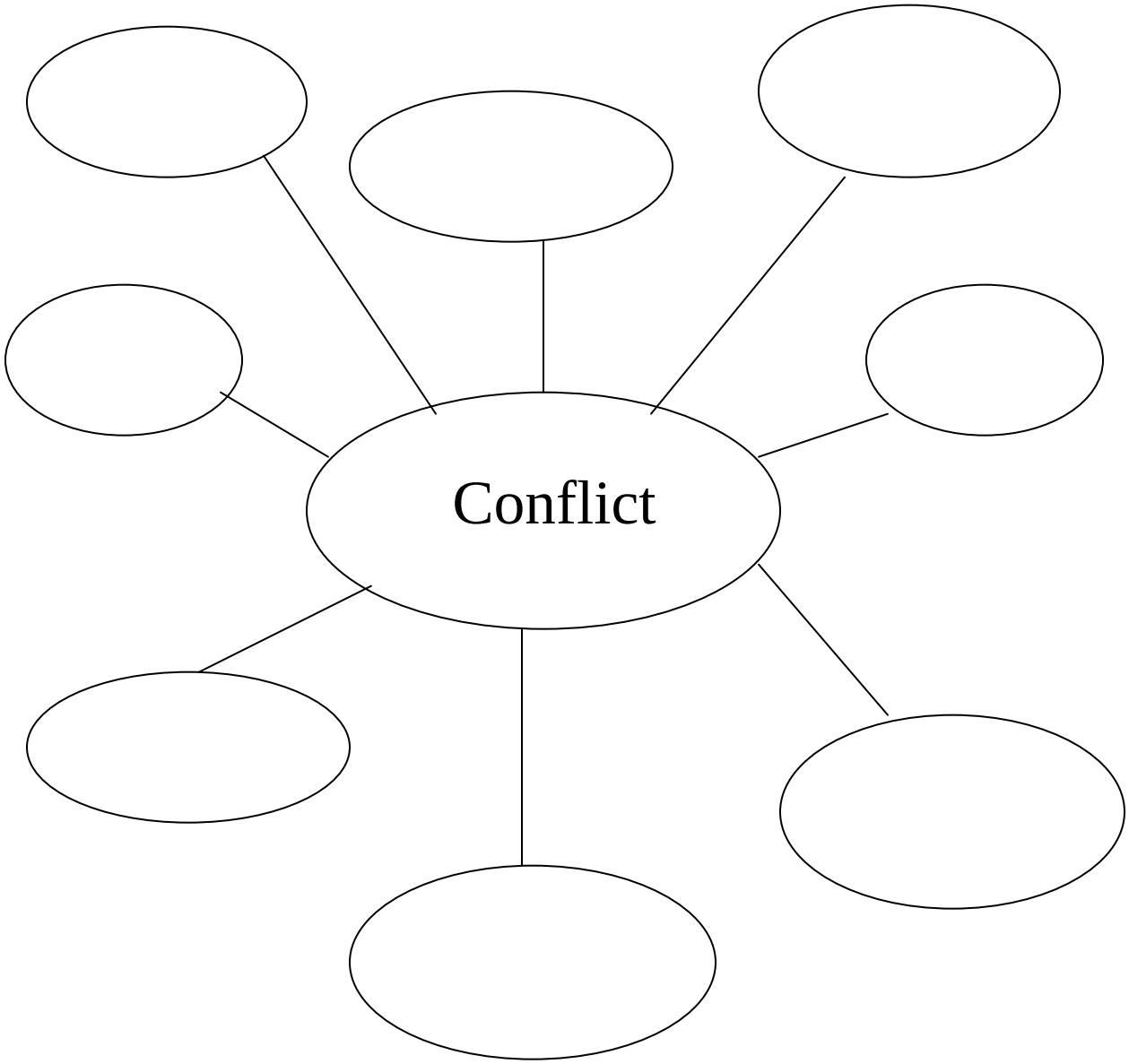
What is Conflict?



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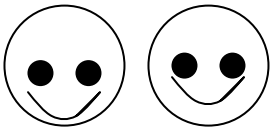
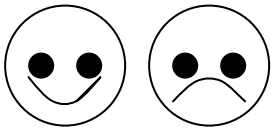
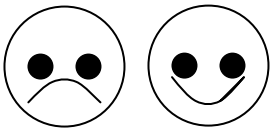
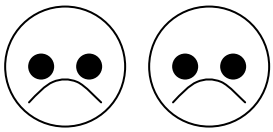
Adapted from the work of Thomas Gordon Parent Effectiveness Training materials.

 WIN – WIN Both people get what they want Conflict solved	 WIN – LOSE Person 1 gets what he/she wants but person 2 does not Conflict NOT solved
 LOSE – WIN Person 1 does not get what he/she wants and person 2 does Conflict NOT solved	 LOSE – LOSE Neither person gets what he/she wants Conflict continues

<u>Three Different Approaches to Conflict</u>

Aggressive

Passive

Assertive

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Mediation Do's and Don'ts

1. Do listen carefully.	**Don't take sides.**
2. Do be fair.	**Don't tell them what to do.**
3. Do ask how each feels	**Don't ask who started it.**
4. Do let each one state what happened.	**Don't try to blame anyone for the situation.**
5. Do treat each person with respect.	**Don't ask, "Why did you do it?"**
6. Do keep what you are told confidential.	**Don't give advice.**
7. Do mediate in private.	**Don't look for witnesses.**

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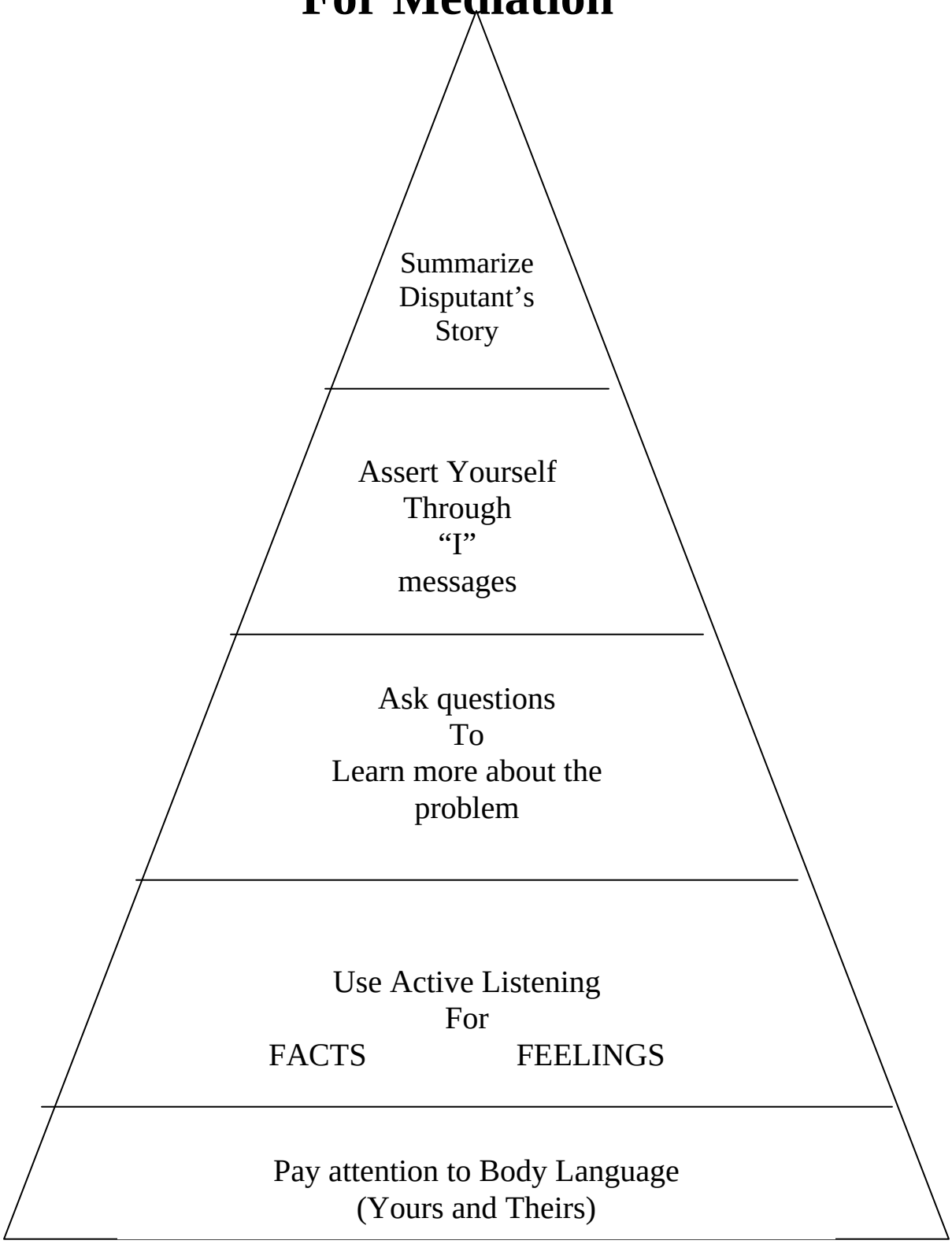
Communication Pyramid For Mediation



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Unit #2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Conflict Mediation - Part 2: Practice **Lesson** 2 of 2

Grade Level: 4

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.04.a.i: Utilize coping skills for managing life changes or 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)

Worksheets from lesson Part 1
Conflict scenario cards
Peer Mediation Worksheet

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
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 one's own experiences 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	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

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		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		Goal Setting	X	Responsibility

Lesson Assessment (acceptable evidence):

Students will divide into small groups and actually try the mediation process, taking turns as mediators and disputants.

Lesson Preparation

Essential Questions: What are life-changing events? How does a person cope with life-changing events? How can conflict mediation be a tool to use in a variety of life changing events?

Engagement (Hook): Students will be reminded that today they will be actually role-playing real mediations.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor reviews handouts from part 1 going over the concepts of mediation.	1. Students discuss and review the handouts.
2. Counselor asks for 4 volunteers to come to the front and play the roles of 2 mediators and 2 disputants.	2. Four students volunteer to participate in the class role-play.
3. Counselor gives the disputants their problem and the peer mediators get their contract.	3. Disputants get their conflict and the peer mediators' look over their contract deciding who will take what parts and who will be the scribe.
4. Counselor observes the role play adding comments and support as needed.	4. Students present the mediation role-play.
5. Counselor leads discussion on what went well and what were problems with the mediation.	5. Students discuss the mediation. What went well and what problems they perceived.
6. Students are divided into small groups to practice mediation in their groups.	6. Students divide into small groups of 4-5 to role-play their own mediations. Each group

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Groups are 4-5 students. Mediations are done twice to allow each student the opportunity to be a mediator and a disputant.	does two mediations allowing each student to be a mediator and a disputant.
7. The counselor circulates, observing, and assisting as needed. At the end the counselor has the students come back in to a large group and discuss their experiences.	7. Students do two role-plays and then return to the large group to discuss their experiences.

Teacher Follow-Up Activities

Groups share their role-plays with the teacher.

Counselor reflection notes (completed after the lesson)

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Peer Mediation Worksheet

1. **Introductions:** "I am _____." "I am _____ and we are peer mediators." "Do you want to solve this problem with us or with the teacher?"

2. **Get the names of the disputants and write them below**.

3. **Rules:** "In order to solve the problem with us you must agree to the following rules:"
   1. Be respectful of others; no name-calling or put-downs.
   2. Speak in turn; no interruptions.
   3. Whatever is said here stays here, unless otherwise agreed.

4. **Problem:** ("What is the problem and how does it make you feel?")_____
_____
_____
_____

5. Solutions: ("What do you want from the other disputant? What can you do to solve the problem?")

Disputant's name:	Disputant's name:

6. Agreement (Who?, What?, When?, Where?, How?):

_____(disputant's name) agrees to: _____
_____
_____
_____

_____(disputant's name) agrees to: _____
_____
_____
_____

Date: _____
Sign: Disputant: _____ Disputant: _____

Mediator: _____ Mediator: _____

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Unit #1 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1: Dealing with Peer Influence: What Are Bullying and Harassment?
Materials/special preparations Required:
Transparencies with all definitions, statistics
Flip chart
Writing/drawing materials

Lesson 2: How Much Does Smoking Really Cost?
Materials/special preparations Required:
Tobacco Surveys and The Cost of Habits worksheet for each student
Tobacco fact sheets and outline of human body systems for each group
Chart paper
Markers and writing materials
Tobacco Survey Answer Key

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation(s):
PS.3.A.05.a.i: Evaluate peer influence on problem-solving and decision-making skills.
PS.3.B.05.a.i: Apply personal safety strategies as they relate to different situations.

American School Counselor Association National Standard (ASCA):
Personal/Social
B: Students will make decisions, set goals and take necessary action to achieve goals.
C: Personal/Social Development: 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 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 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 other

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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
X	Goal 4: Make decisions and act as responsible members of society and others 1. Explain reasoning and identify information used to support decisions

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application if these operations and concepts in the workplace and other situations
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use 6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
	Fine Arts	

Unit Assessment (acceptable evidence):

Students will present their findings to the whole group through a group reporting method.

Brief Summary of Unit:
Lesson 1: Students will look at peer influences in various situations and use problem-solving strategies to avoid violent situations.
Lesson 2: Students will look at the cost of using cigarettes both on their bank account and their health and then look at what they would rather spend that money on that would be healthy and make them happy.

Unit Goals:
Students will be able to evaluate peer influence and use problem solving skills to deal with violent situations.
Students will be able to make better informed decisions in relation to dangerous situations.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to

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solving a problem) to be successful in this unit?
Students will review the STAR method to solving problems and the "Say No" method of dealing with dangers. Students will need basic knowledge of how to work together in groups. Students need knowledge of the use and abuse of legal/illegal drugs.

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Unit #1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: Dealing with Peer Influence: What Are Bullying and Harassment? **Lesson** 1 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.05.a.i: Evaluate peer influence on problem-solving and decision-making skills.
PS.3.B.05.a.i: Apply personal safety strategies as they relate to violence and harassment.

American School Counselor Association National Standard (ASCA):
Personal/Social Development

B. Students will make decisions, set goals, and take necessary action to achieve goals.
C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Transparencies: Definitions Sheet, STAR poster, and Say No poster.
A flip chart or blank transparency sheets for writing brainstorming information.
Students will need pencil and paper, and markers with large piece of flip chart paper.

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 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, or 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
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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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	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, risk factors, and avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will take brainstormed ideas and put them into real life scenarios. They will then come up with solutions to the problems stated.

Lesson Preparation

Essential Questions: What are examples of violence that students face and how does a person avoid them? How does a person utilize and apply problem-solving skills to the school environment and with others to deal with violence and harassment?

Engagement (Hook): Counselor will open with a scenario from the news or a TV show or movie that deals with negative peer influence. Then the counselor will have the students brainstorm suggestions on what could have been done and then he/she will tell the students what actually happened.

Procedures

Instructor Procedures:	Student Involvement:
1. Counselor will present a real life scenario from the news, a movie or a TV show as an opening. He/she will have students brainstorm possible solutions and consequences for the negative behavior.	1. Students will listen and discuss what the consequences are for the negative behavior described.
2. Counselor will review the definitions of bullying and harassment with students. Counselor will have students discuss how peers influence them both positively and negatively.	2. Students will review the definitions of bullying and harassment and discuss how peers influence them.

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3. Counselor will have students brain storm scenarios where peers influence them both currently and looking at possible influences in middle school. Counselor will list these on chart paper or on a transparency.	3. Students will brainstorm scenarios where peers influence them now and what they see as possible problems in middle school. These ideas will be listed on an overhead.
4. Counselor will divide students into group of three to five students. Each group will pick at least two scenarios to discuss and present solutions to.	4. Students move into groups and each group will pick at least two scenarios to discuss and prepare an oral presentation of their solutions.
5. Counselor will give each group a piece of chart paper to write their scenario on and to write out their solutions for presentation.	5. Each group will write their scenario on a piece of chart paper, list their solutions, and report to the whole group.

Teacher Follow-Up Activities

The teacher will review the student-generated solutions to the scenarios students.

Counselor reflection notes (completed after the lesson)

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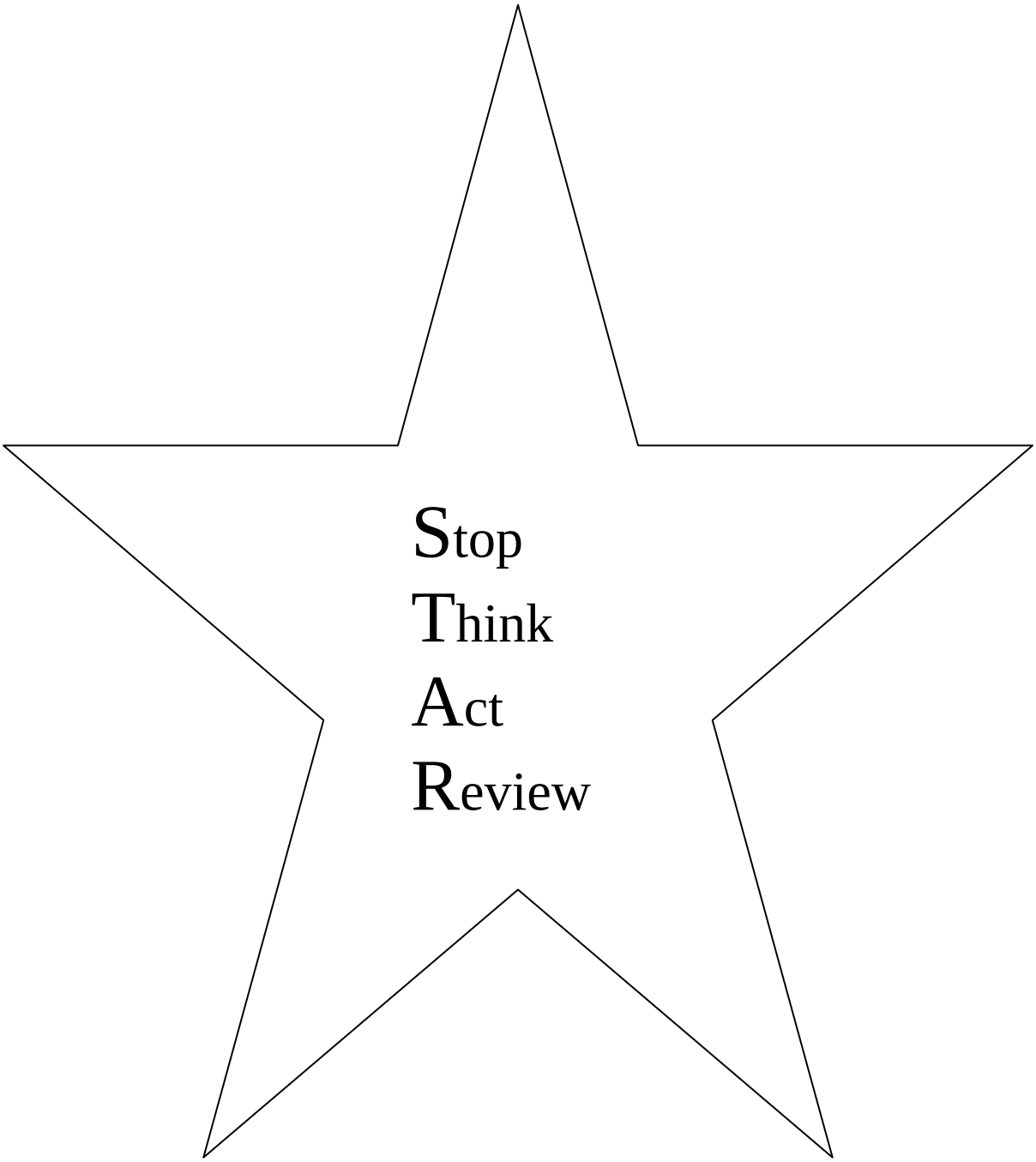

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Student Safety Rules
Words to Remember

Say NO!

Get Away!

Tell!

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Definitions:
Bully: people who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

Target: person a bully picks on. Bullies choose targets for many different reasons. They may see them as week or just different.

Witness/Reporter: a person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.
Harassment: To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone one. According to the law it is the *perception* of the person being harassed not the harasser that matters.

Physical bullying: when the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

Verbal bullying: name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is *"Sticks and stones can break your bones, but words can break your heart."*

Emotional bullying: this is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

Sexual bullying: this can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

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Unit #1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: How Much Does Smoking Really Cost? **Lesson** 2 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.A.05.a.i: Evaluate peer influence on problem-solving and decision-making skills.
PS.3.B.05.a.i: Apply personal safety strategies as they relate to violence and harassment.

American School Counselor Association National Standard (ASCA):
Personal/Social Development
- B Students will make decisions, set goals, and take necessary action to achieve goals.
- C Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Tobacco Surveys and Activity sheet on the Cost of Habits for each student
Tobacco fact sheets and outline of human body systems for each group
Chart paper, markers and writing materials
Tobacco Survey Answer Key

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 2. Conduct research to answer questions and evaluate information and ideas
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. 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 problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

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		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	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will present their findings and share what they would do with the money they save by not smoking. They will also share ways to “Say No” to tobacco use.

Lesson Preparation

Essential Questions: What are unsafe substances and how does a person avoid them? How does a person utilize and apply problem-solving and decision-making skills when dealing with peer influence? What is the opportunity cost of smoking and using tobacco products?

Engagement (Hook): Counselor will open class by asking kids what their future plans are. Who is interested in sports? Who is interested in dance? How many plan to eat wisely and exercise? Then he/she will hand out a True/False survey on smoking/tobacco facts.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor will hand out True/False survey on tobacco facts. Students get 5 minutes to take the survey and then the information will be discussed.	1. Students will discuss their future plans with the counselor and then fill out the True/False survey
2. Counselor will hand out a tobacco fact sheet (or set of sheets) and have students read and discuss the facts. Counselor will touch on: • Forms tobacco comes in	2. Students will read through the fact sheet and answer questions asked by the counselor.

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• Body systems effected • Addictiveness • Cost	
3. Counselor will share a transparency of Cost of Habits worksheet. The counselor will have previously gathered current information from the National Institute of Drugs and Alcohol (NIDA) or a similar website.	3. As a group they will begin to calculate the cost per cigarette and per carton. They will then look at cost per day, week, and year.
4. Counselor will then have students team up with a partner and discuss what they can do with the money they can save annually by not smoking.	4. Students will discuss their ideas with partners.
5. Counselor will have students share their ideas of how to spend their money. They will also share ways to resist peer influence and commercials.	6. Students will share their ideas and share ways to say no to peers and no to commercials and advertisement.

Teacher Follow-Up Activities

The teacher will review tobacco survey and student ideas.

Counselor reflection notes (completed after the lesson)

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Tobacco Survey

1. The drug in tobacco is called nicotine.	**True**	**False**
2. Nicotine is as addictive as heroin.	**True**	**False**
3. Over 400,000 people die annually from smoking cigarettes.	**True**	**False**
4. Cigarettes contain over 4,000 chemicals.	**True**	**False**
5. Over 40% of all children in the US live in a household where at least one person smokes.	**True**	**False**
6. Smokeless tobacco is more addictive than cigarettes.	**True**	**False**
7. Addiction to cigarettes often leads to other forms of drug addiction.	**True**	**False**
8. Smoking is especially dangerous for teens.	**True**	**False**
9. People who smoke make great athletes and dancers**.**	**True**	**False**
10. Smoking makes you look more grown up.	**True**	**False**

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Answers to Survey.

Numbers 1-8 are all true. The fact sheets all agree on these findings. Many statistics are even larger then stated on the survey.

Numbers 9 and 10 are both false. Have the students discuss why they are false. Answers can include something about limited lung capacity needed by dancers and athletes and what characteristics grown-ups have. Is holding a cigarette something that makes you look grown up?

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Directions: Counselor will collect information on the cost for each habit per day, week, month, and year. Compare the health costs and the monetary costs during each time period. The counselor will adapt this sheet to meet the needs of their group.

Tobacco Costs	**Per Day**	**Per Week**	**Per month**	**Per Year**
Cost Per Cigarette Health Costs				
Monetary Costs				
Cost Per Pack Health Costs				
Monetary Costs				
Cost Per Carton Health Costs				
Monetary Costs				
Healthy Habit Costs #1_____ Health Costs				
Monetary Costs				
Cost Healthy Habit #2_____ Health Costs				
Monetary Costs				

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Unit #2 Title: Keeping Myself Safe By Making Safe and Healthy Choices **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes each

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson 1:Using "I-Statements"
Materials/special preparations Required:
"I-Statement" worksheet handout
Scenarios cards
"I-Statement" overhead

Lesson 2: Coping or Copping Out?
Materials/special preparations Required:
Chart paper for brainstorming
Coping vs. Copping Out? worksheet

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation(s):
PS.3.C.05.a.i: Evaluate various coping skills for managing life changes or 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
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
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 experiences 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

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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) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Assessment (acceptable evidence):

Students will present possible "I-Statements" for various scenarios.
Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.

Brief Summary of Unit:
Lesson 1: Students will discuss what makes up an "I-Statement" and then will be presented with scenarios and discuss one or more ways to answer the situation using "I-Statements". They will also look at passive, aggressive, and assertive behaviors and present "I-Statements" for each situation.
Lesson 2: Students will discuss life-changing events and provide coping and copping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with them and present the results to class.

Unit Goals:
Students will develop language and techniques to cope with stress and handle 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?
Students will have a basic understanding of anatomy and body systems.
Students will need basic knowledge of how to work together in groups.

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Unit #2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Using **"**I- Statements" **Lesson** 1 of 2

Grade Level: 5

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.05.a.i: Evaluate various coping skills for managing life changes or 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)

I-Statement activity page, chart paper

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 2. Develop and apply strategies based on one's own experiences 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	
	Fine Arts	

Enduring Life Skill(s)

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

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Lesson Assessment (acceptable evidence):

Students will be able to fill in the "I-Statement worksheet with at least one example."

Lesson Preparation

Essential Questions: What are life-changing events? How does a person cope with life-changing events? How does a person express themselves to others to let them know they are hurting or need help?

Engagement (Hook): Counselor opens by asking students "How many of you like to feel good?" and then discusses with students how we can let other know when we don't feel good.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor hands out the "I-Statement" form to each student, discussing each part.	1. Students participate in the discussion.
2. Counselor discusses things to avoid when making "I-Statement"	2. Students discuss what I-statements look like and how they are used.
3. Counselor gives students time to fill in the I-statement worksheet.	3. Students practice writing sample I-statements.
4. Counselor has students share their I-statements.	4. Students share their examples.
5. Counselor has students brainstorm scenarios and then come up with I-statements that can be used in those situations.	5. Students brainstorm scenarios and then share I-statements that can be used in each situation.

Teacher Follow-Up Activities

The teacher posts the "I Statements" sheet in the classroom and reminds students to use the "I Statement's" when interacting with others.

Counselor reflection notes (completed after the lesson)

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I-Statements

_____, **I feel**

Name

_____

Feeling word

When you _____

Other person's actions

because _____

Effect(s) on you

_____

_____

Examples:

+ "Samantha. I feel **happy** when you **listen to me** because **you are important to me."**

- " Thomas, I feel **hurt** and **frustrated** when you **hit me** because **I'm not allowed to hit you back."**

List of feelings words: sad, mad, scared, angry, frustrated, happy, stressed, glad, frightened, etc.

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Unit #2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Coping or Copping Out? **Lesson** 2 of 2

Grade Level: 5

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance Standard:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.05.a.i: Evaluate various coping skills for managing life changes or 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)

Coping or Copping Out? work sheet, writing materials and chart paper.

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
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 experiences 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

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will participate in small groups to identify and present coping skills for various life changing events.

Lesson Preparation

Essential Questions: What are life-changing events? How does a person cope with life-changing events?

Engagement (Hook): Direct the class to follow directions without speaking. Ask the class to stand up if: You have lost a pet. You have lost a relative. You have moved to a new house. Tell the class that today we are going to talk about coping with these events.

Procedures

Instructor Procedures:	**Student Involvement:**
1. Counselor opens session with "Stand Up If" activity above.	1. Students respond.
2. Counselor gives the definition of coping as to deal with or strive with difficulty. Copping out can be defined as giving up without really trying. An example of coping might be when the teacher is absent and the class has a substitute. The substitute may do or say things differently from the teacher, but the class deals with it to make it through the day.	2. Students listen.
3. Counselor divides the class into groups of four or five and passes on the Coping or Copping Out worksheet. As a group, students will give alternatives and consequences for each decision and present their results to the class.	3. Students move to groups. Students review, discuss, and develop possible alternatives and consequences on their problem (Coping or Copping Out worksheet) and present to the class.
4. Counselor lists suggestions on the chart	4. Students meet and present.

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paper. 5. Counselor concludes with a discussion reviewing the various ways to respond to life changing events.	5. Students participate in the review.

Teacher Follow-Up Activities

Teacher will review some of the coping strategies suggested on the chart paper. The chart will be posted in the classroom to review during stressful situations in the future.

Counselor reflection notes (completed after the lesson)

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Coping or Copping Out?

If you were facing the following situations, how would you cope?

1. A rumor was spread at your school that was not true and the people that you thought were your friends stopped talking and playing with you.

Coping vs. Copping out solution:

_____

_____

2. In the middle of the year, your parents move to another house and you have to transfer to another school.

Coping vs. Copping out solution:

_____

_____

3. A close relative is ill and dies.

Coping vs. Copping out solution:

_____

_____

4. Your parent's work hours change. Since they work afternoons, you can no longer participate in the activities with your peers.

Coping vs. Copping out solution:

_____

_____

5. Your teacher has a long-term illness. The class is in chaos.

Coping vs. Copping out solution:

_____

_____

6. Your parents announce that you will have a new or adopted sister or brother soon.

Coping vs. Copping out solution:

_____

_____

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