

**Missouri Comprehensive Guidance Program**  
**Content Standards**  
**CONCEPTS**

**PERSONAL AND SOCIAL DEVELOPMENT**

**CG 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities**

Concept(s): A. Self concept                      B. Balancing life roles                      C. Citizenship within a diverse community

**CG 2 Interacting With Others in Ways That Respect Individual and Group Differences**

Concept(s): A. Quality relationships                      B. Respect for self and others                      C. Personal responsibility

**CG 3 Applying Personal Safety Skills and Coping Strategies**

Concept(s): A. Safe and healthy choices                      B. Personal safety of self and others                      C. Coping skills

**ACADEMIC DEVELOPMENT**

**CG 4 Applying Skills Needed for Educational Achievement**

Concept(s): A. Lifelong learning                      B. Self-management skills for educational achievement

**CG 5 Applying the Skills of Transitioning Between Educational Levels**

Concept(s): A. Transitions

**CG 6 Developing and Monitoring Educational Plans of Study**

Concept(s): A. Lifelong educational planning

**CAREER DEVELOPMENT**

**CG7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.**

Concept(s): A. Integration of self-knowledge into life and career plans

B. Adapting to changing economy                      C. Respect for all work

**CG 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.**

Concept(s): A. Career decision making                      B. Education and career requirements

**CG9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.**

Concept(s): A. Personal skills for job success                      B. Job seeking skills



## OVERVIEW OF EACH OF THE COMPREHENSIVE GUIDANCE PROGRAM STRANDS, BIG IDEAS AND CONCEPTS

### Personal And Social Development (PS) Strand

The knowledge, skill, and “positions-of-the-mind” developed via the lessons in the Personal and Social Development Strand of the Guidance Curriculum form the foundation for learning in the Academic Development and Career Development Strands. The Big Ideas and Comprehensive Guidance Standards provide the framework for understanding and respecting self as an individual and as a member of family, school, and community groups. The concepts which serve as K-12 guides for the Comprehensive Guidance Curriculum emphasize personal responsibility, respect and social responsibility as a part of living and working with others—the rights and privileges of being a contributing citizen of the local and global community. Students are supported as they become advocates for the well-being of themselves and others.

### PS STRAND BIG IDEAS/COMPREHENSIVE GUIDANCE STANDARDS AND CONCEPTS

#### **Big Idea1/CG 1      Understanding self as an individual and as a member of diverse local and global communities**

**Concepts:**      PS 1/CG 1 A.    Self concept  
                         PS 1/CG 1 B.    Balancing life’s roles  
                         PS 1/CG 1 C.    Citizenship and contribution within a diverse community

**Major Points:** \* Personal characteristics \* Interrelationship of thoughts, feelings and actions in daily life \* Each person is important in/to his or her extended (global) as well as immediate community \* All people of the world are inter-related

#### **Big Idea2/CG 2      Interacting with others in ways that respect individual and group differences**

**Concepts:**      PS 2/CG 2 A                      Quality relationships  
                         PS 2/CG 2 B                      Respect for self and others  
                         PS 2/CG 2 C                      Personal responsibility in relationships

**Major Points:** \* Respect is the right and responsibility of each individual \* Each person is like all other people in some ways \* Each person is like some other people in some ways \* Each person is unlike all other people in some ways \* Similarities and differences contribute to people working together in our diverse world

#### **Big Idea 3/CG 3      Applying personal safety skills**

**Concepts:**      PS 3/CG 3 A                      Safe and healthy choices  
                         PS 3/CG 3 B                      Personal safety of self and others  
                         PS 3/CG 3 C                                      Coping skills

**Major Points:** \* Physical and psychological safety \* Peer pressure influences individual choices  
\* External influences interact with individual factors in the decision-/choice- making process \*  
Advocacy for self and others \* Seeking help when external or internal conflict threatens well  
being (e.g. suicidal thoughts) \* Respond to personal concerns as well as the needs of peers \*  
Develop skills to cope with “happy” and/or “unhappy” events—expected/unexpected

### **Academic Development (AD) Strand**

Embedded in the Academic Development Strand are three critical aspects: Self-efficacy, attribution, and empowerment. Self-efficacy refers to each student’s belief in his or her ability to set and attain goals. Attribution refers to the individual’s belief that his or her own behavior and effort can directly impact success and/or failure. Empowerment refers to the educational system equipping the individual with the skills and tools necessary to achieve goals—throughout the lifespan. Test taking skills are systematically and intentionally taught to every K-12 student. Students are taught to recognize the need for academic assistance, and that assistance is available and accessible to all students. Students learn that transitions are a part of life. They learn that anticipating transitions and what is expected in the next phase of academic life will make transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to career) easier. Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the personal changes transitions require. The Missouri School Improvement Program requires that all students engage in the on-going development of Personal Plans of Study beginning no later than 8<sup>th</sup> grade. The Academic Development Strand places emphasis on the knowledge, understanding and skills K-12 students need in order to develop meaningful Personal Plans of Study.

#### **Big Idea4/CG 4                      Applying skills needed for educational achievement**

**Concepts:**                      AD 4/CG 4 A    Lifelong learning  
   AD 4/CG 4 B    Self-management for educational achievement

**Major Points:** \* Academic self efficacy \* Set and attain academic goals \* Self-management \*  
Study and test taking skills\* Recognize need for academic assistance and where and how to  
get help

#### **Big Idea5/CG 5                      Applying the skills of transitioning between educational levels**

**Concept:**                      AD 5/CG 5 A    Transitions

**Major Points:** \*Acquire the information necessary to make smooth transitions from grade to  
grade and setting to setting \*Know and understand expectations of teachers and requirements  
of subject areas \* Know and understand the personal changes required to make successful  
transitions



**Big Idea6/CG 6            Developing and monitoring personal educational plans.**

**Concept:**            AD 6/CG 6 A    Educational Planning for Lifelong Learning

**Major Points:** (The Missouri School Improvement Program requires all students to have a Personal Plan of Study initiated no later than 8<sup>th</sup> grade.) \* Develop a meaningful educational plan. \* Set goals \* Develop plans to reach goals \* Know and use sources of information and assistance \* Review, re-think and revise plans

**Career Development (CD) Strand**

The over-arching purposes of learning and understanding within the Career Development Strand are: to help students develop an awareness of the world of work and workers; to understand the role and meaning of work in our lives and society, and making career decisions. Specific skills and understanding include: individual planning processes, knowing and using sources of career information, post-secondary options, employment readiness skills and personal skills that lead to job success. The developmental aspect of career exploration, planning and decision-making is addressed through systematic and sequential K-12 strategies. Underlying themes include the dignity and necessity of all work and workers; the role of one's preferences and skills in overall job satisfaction, the inter-relationship of all parts of ones' life (e.g. family, community, work, and leisure) across the life span, and knowledge of and access to career information. The real test of effective learning and understanding in the Career Development Strand is getting and keeping a job! The focus on personal character helps K-12 students develop individual skills of: Responsibility taking, dependability, punctuality, integrity, self-management and effort. Employment readiness skills include appreciation and respect of 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.

**Big Idea7/CG7 Applying career exploration and planning skills in the achievement of life career goals**

**Concepts:**            A.        Integration of self knowledge into life and career planning  
                              B.        Adaptation to world of work change  
                              C.        Respect for all work

**Major Points:** \* Career exploration \* Individual planning skills \* Dignity and necessity of all work and workers \* Preferences and skills influence overall job satisfaction \* A "balanced life" \* Inter-relationship of all parts of one's life across the life span \* Life career planning \* Know and understand skills required in the world of work and daily living

**Big Idea8/CG 8            Knowing where and how to obtain information about the world of work and post-secondary training/education.**

**Concepts:**            A.        Career decision making  
                              B.        Education and Career Requirements

**Major Points:** \* Seeking and using information that is credible, age-appropriate, and unbiased \* Know and understand the level of preparation required for various occupations (e.g., apprenticeships, vocational and technical education, 4-year and 2-year college or university). \* Career information resources (e.g., print/electronic/personal interviews) \* Ability to access information \* Self-advocacy as a career decision-maker.

**Big Idea9/CG9 Applying employment readiness skills and the skills for on-the-job success**

**Concepts:** CD 9/CG 9 A Personal skills for job success  
CD 9/CG 9 B Job seeking skills

**Major Points:** Employment readiness \* individual responsibility, dependability, punctuality, integrity, self-management \* Work ethic and effort \* Appreciation and respect for co-worker differences \* Working as a team member to accomplish the goals of the organization \* Understand these skills as contributing to work performance and effectiveness in the classroom and in the workplace.

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<b>Unit #1 Title:</b> The Many Faces of Me	<b>Grade Level:</b> K
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 20-30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime (May be used to start off the year, or throughout the year as a refresher)	
<b>Lesson Titles:</b> 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”	
<b>Missouri Comprehensive Guidance Standard:</b> PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation(s):</b> 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.	
<b>American School Counselor Association National Standard (ASCA):</b> 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

**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.

**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	

**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:**

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.
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."
3. "What are some reasons that you might feel this way?"
4. "What are some different ways that a person might show this feeling?" (Counselor should focus discussion on appropriate ways of expressing the feelings.)
5. Repeat steps 2-4 for each feeling.
6. "Why is it important for us to express our feelings?"

**Student Involvement:**

1. Students are sitting in a circle on the floor.
2. Students respond accordingly.
3. Students give examples.
4. Students give examples.
5. Allow every student a chance to respond.
6. Students respond.



## Teacher Follow-Up Activities

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

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# FEELINGS

<b>Happy</b>	<b>Sad</b>
<b>Mad</b>	<b>Scared</b>

<b>Unit #1 Title:</b> The Many Faces Of Me	
<b>Lesson Title:</b> How I Act Is Who I Am	<b>Lesson 2 of 2</b>
<b>Grade Level:</b> K	
<b>Length of Lesson:</b> 20-30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation (GLE):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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”
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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 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

### 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:
<p>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.</p> <p>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.</p> <p>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.</p> <p>Puppets: We have a lot of things to do!!</p> <p>2. Counselor: Let's talk about what we've heard. What was one thing that both puppets have to do?</p> <p>3. We would say that when they make sure that their pets are fed every day,</p>	<p>1. Students listen.</p> <p>2. Response is "feed a pet."</p> <p>3. Allow 2 or 3 students to offer examples.</p>

<p>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.”</p>	
<p>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.”</p>	<p>4. Allow 2 or 3 students to offer examples.</p>
<p>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.”</p>	<p>5. Allow 2 or 3 students to offer examples.</p>
<p>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.”</p>	<p>6. Students listen.</p>
<p>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?</p>	<p>7. Allow several students to offer appropriate feelings (i.e. happy, glad, excited, proud, etc.).</p>
<p>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?”</p>	<p>8. Allow several students to offer their thoughts.</p>
<p>9. End by thanking them for being such a caring, respectful, cooperative and responsible class. Everyone give him/herself a pat on the back.</p>	<p>9. Students pat themselves on back.</p>

**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)**

<b>Unit #1 Title:</b> A Newer, BETTER, Older Me	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 20-30 minutes	
<b>Best time of year to implement this Unit:</b> March	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation(s):</b>	
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	
<b>American School Counselor Association National Standard (ASCA):</b>	
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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**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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.
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**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.



**Unit #1 Title:** 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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:

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.
2. After each role-play, counselor asks students for suggestions of when people might feel that way.
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.
4. Counselor explains the Feeling Thermometer Worksheet.
5. Students are directed to hold up their thermometers and look around to notice that responses may vary.

#### Student Involvement:

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. Students offer examples.
3. Students listen.
4. Students work on the assignment.
5. Students hold up their Feelings Thermometers and look around at other's worksheets.




## Teacher Follow-Up Activities

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

[illegible]

# Feelings Thermometer

Mark each column to indicate your feelings about each statement

			How I feel when I am at home
			How I feel when I have to do my chores
			How I feel when someone sits next to me
			How I feel when I finish my work
			How I feel when someone says something mean to me
			How I feel working by myself
			How I feel when I lose a game
			How I feel playing with my friends

**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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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:

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.
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.
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.
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

#### Student Involvement:

1. Students listen.
2. Students respond (learner, friend, classmate, helper, line leader, etc.)
3. Students respond
4. Students create character clovers.

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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<b>Unit #1 Title:</b> ME Revisited	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 25-35 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b> Lesson 1 Goldilocks Revisited Materials/Special Preparations Required Copy of the story of <i>Goldilocks and the Three Bears</i> . 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	
<b>Missouri Comprehensive Guidance Standard:</b> PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation(s):</b> 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.	
<b>American School Counselor Association National Standard (ASCA):</b> 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



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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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.

<p><b>Unit #1 Title:</b> ME Revisited</p> <p><b>Lesson Title:</b> Goldilocks Revisited</p> <p><b>Grade Level:</b> 2</p> <p><b>Length of Lesson:</b> 25-35 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b> PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p><b>Grade Level Expectation (GLE):</b> 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.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>	<p><b>Lesson 1 of 2</b></p>
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**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	

### 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.

<p>records responses on the chart paper (titled “Goldilocks”) in a compare/contrast manner.</p>	
<p>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”.</p>	<p>5. Students offer responses.</p>
<p>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?</p>	<p>6. Students listen to directions, and then work in small groups to formulate responses.</p>
<p>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?</p>	<p>7. Students deliberate and report their decisions.</p>

### 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:

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.
2. Counselor explains that just as the principal/teacher has many roles outside the school walls, the students do as well.
3. Counselor breaks the students into cooperative learning groups.
4. Counselor has the student brainstorm, within the cooperative learning groups, the roles they play in their community.
5. Following the brainstorming, counselor distributes the blank paper. Each student is to draw and complete a personal community role web.

#### Student Involvement:

1. Students show appreciation. (applauding or other appropriate response)
2. Students listen.
3. Students move to their groups.
4. Students brainstorm the roles they play in the community and record the responses of the group on chart or construction paper.
5. Student completes their community role web.

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.
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**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.



**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 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.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

	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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		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.

will be displayed all week and they need to be thinking of how the positive characteristics contribute to the class community.	
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**Teacher Follow-Up Activities**

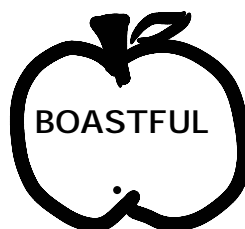
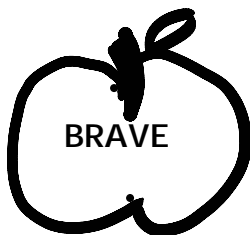
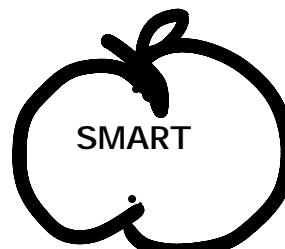
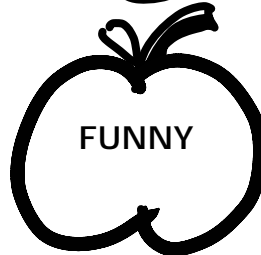
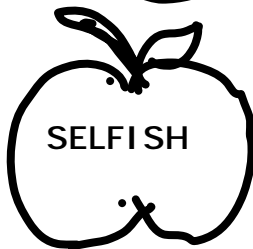
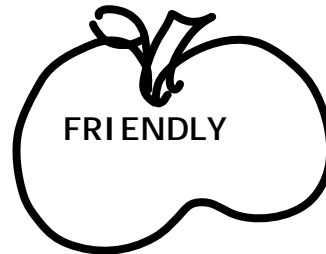
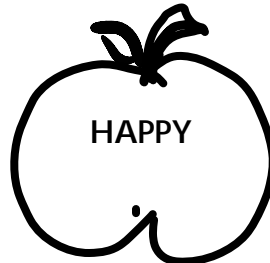
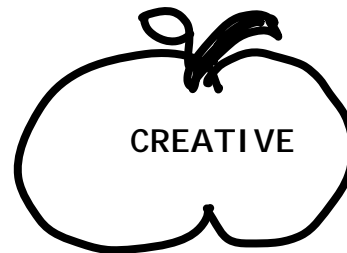
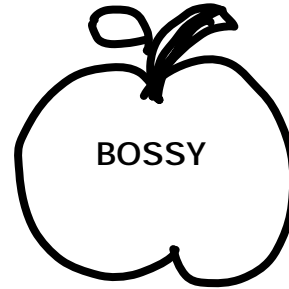
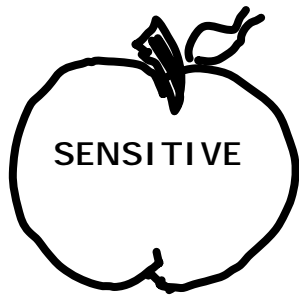
Classroom teacher will display the tree prominently in the classroom and refer to it frequently regarding students displaying proactive behaviors.
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**Counselor reflection notes (completed after the lesson)**

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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.



**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		
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**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.



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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**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

### 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

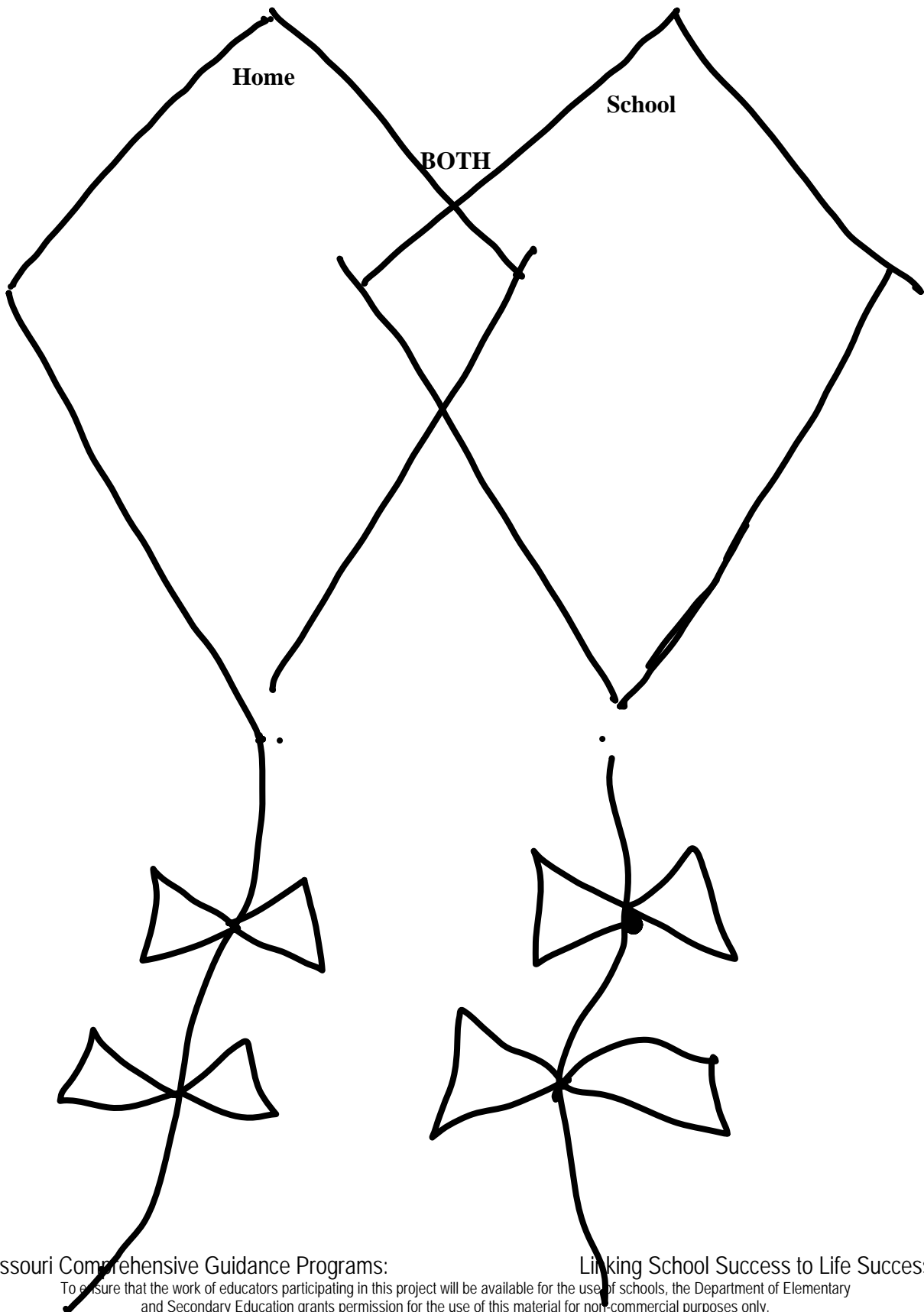
Instructor Procedures:	Student Involvement:
1. Display kite and ask students what makes a kite fly. Discuss flying kites and what attributes the kite flyer needs to be successful (responsible, respectful, persistent, etc.)	1. Students provide responses.
2. Explain to students that we will complete Venn 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.

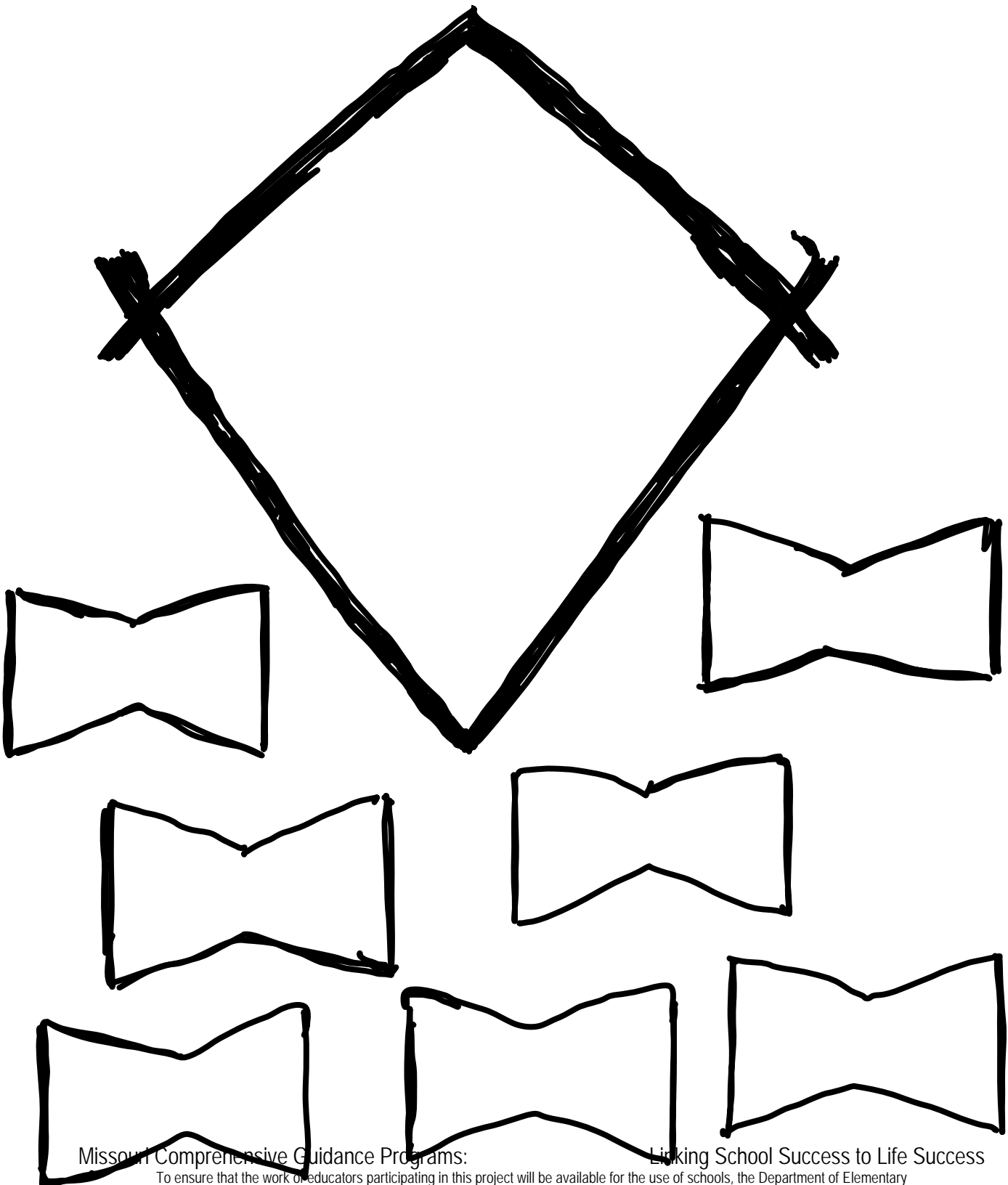
### Counselor reflection notes (completed after the lesson)

## GO FLY YOUR KITE Venn Diagram



## 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.



<b>Unit #1 Title:</b> How Do I Fit In?	<b>Grade Level:</b> 4
<b>Number of Lessons in Unit:</b> 3	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime of the year, could be used in small groups.	
<b>Lesson Titles:</b>	
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 Thumbbody!	
Materials/Special Preparations Required	
Pencils	
Baby wipes	
“I’m Thumbbody” worksheets for each student	
Picture of a detective	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities.	
<b>Grade Level Expectation(s):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Thumbbody" 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?

<p>The meaning of personal characteristics. Knowledge of how people express feelings differently.</p>
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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
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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 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.

**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.

**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	

### 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.

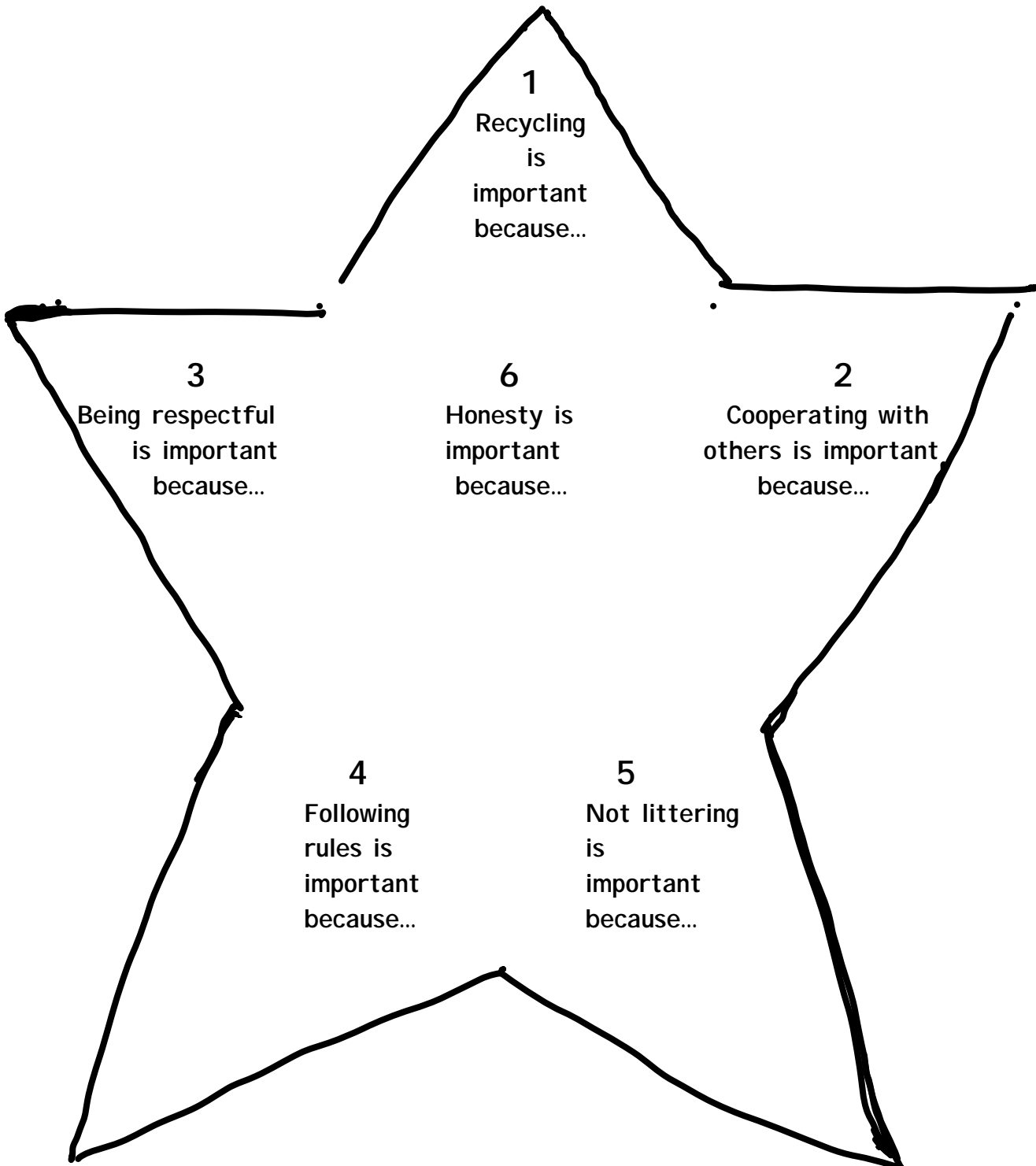
### Teacher Follow-Up Activities

The teacher reviews the “I’m a Star Community Member” worksheet completed by the students

after the activity, and reinforces some of the community member skills in the classroom the following week.

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

I'm a Star Community Member  
My name is \_\_\_\_\_.





**Unit #1 Title:** How Do I Fit In?

**Lesson Title:** I'm Thumbbody!

**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 Thumbbody!" 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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.

**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 Thumbbody!!

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 am good at...
	I know how to...	

3 Things I like best about me...

- 1)
- 2)
- 3)

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?



<b>Unit #1 Title:</b> I Understand Me	<b>Grade Level:</b> 5
<b>Number of Lessons in Unit:</b> 3	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit</b> Anytime and could also be used for a small group.	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities.	
<b>Grade Level Expectation(s):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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.

**Unit Goals:**

Students will demonstrate personal characteristics necessary for developing positive self-concepts and for becoming contributing members of the school community. They 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.



<b>Unit #1 Title:</b> I Understand Me	
<b>Lesson Title:</b> Finding the Positive	<b>Lesson</b> 1 of 3
<b>Grade Level:</b> 5	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation (GLE):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

	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

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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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.

<p>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.</p> <p>5. Counselor defines criteria for group presentation of the Self-Concept Collages (role assignments, explanation of their collage choices).</p> <p>6. Counselor facilitates discussion of group reporting.</p>	<p>4. Group members will choose a presenter from students who were not given a role card.</p> <p>5. The group recorder will write down the group's ideas.</p> <p>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.</p>
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### **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)**

## **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)

<p style="text-align: center;"><b><u>Leader</u></b></p> <ul style="list-style-type: none"><li>• organized the group</li><li>• planned how to format the collage</li><li>• helped us share supplies helped others understand what to do</li></ul>	<p style="text-align: center;"><b><u>Recorder</u></b></p> <ul style="list-style-type: none"><li>• wrote down the group's ideas</li><li>• kept a record of the group's work</li></ul>
<p style="text-align: center;"><b><u>Presenter</u></b></p> <ul style="list-style-type: none"><li>• reports the group's ideas and work to others</li></ul>	<p style="text-align: center;"><b><u>Time Keeper</u></b></p> <ul style="list-style-type: none"><li>• keeps the group on task and moving</li><li>• monitors group time and lets others know how much time is left</li></ul>
<p style="text-align: center;"><b><u>Encourager</u></b></p> <ul style="list-style-type: none"><li>• keeps the group motivated</li><li>• compliments members on their work</li><li>• compliments members on good group behavior</li></ul>	<p style="text-align: center;"><b><u>Collector</u></b></p> <ul style="list-style-type: none"><li>• gathers group materials</li><li>• returns group materials</li></ul>

**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.

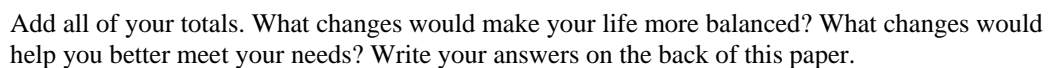
<p>your family responsibilities on each side of the balance. What do you see? Where do you spend more/less time? With family or with friends? How balanced are your life roles as you compare these two areas?</p> <p>6. End the lesson by asking students to brainstorm strategies to balance life. Record their list on a poster.</p>	<p>6. Students brainstorm strategies to balance life.</p>
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**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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**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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?**

Students need to have been introduced to basic feelings, and have some knowledge of the concepts of alike and different.

**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**

<b>Instructor Procedures:</b>	<b>Student Involvement</b>
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.



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.

<p>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.”</p> <p>16. Counselor hands out the Student Activity Sheets and demonstrates /directs students to write their names at the top.</p> <p>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.”</p> <p>18. Counselor collects the papers.</p>	<p>15. Children go to their seats.</p> <p>16. Students write their names.</p> <p>17. Students circle the three pictures that show what a friend would do, draw an “X” on the picture that shows the children fighting.</p>
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### **Teacher Follow-Up Activities**

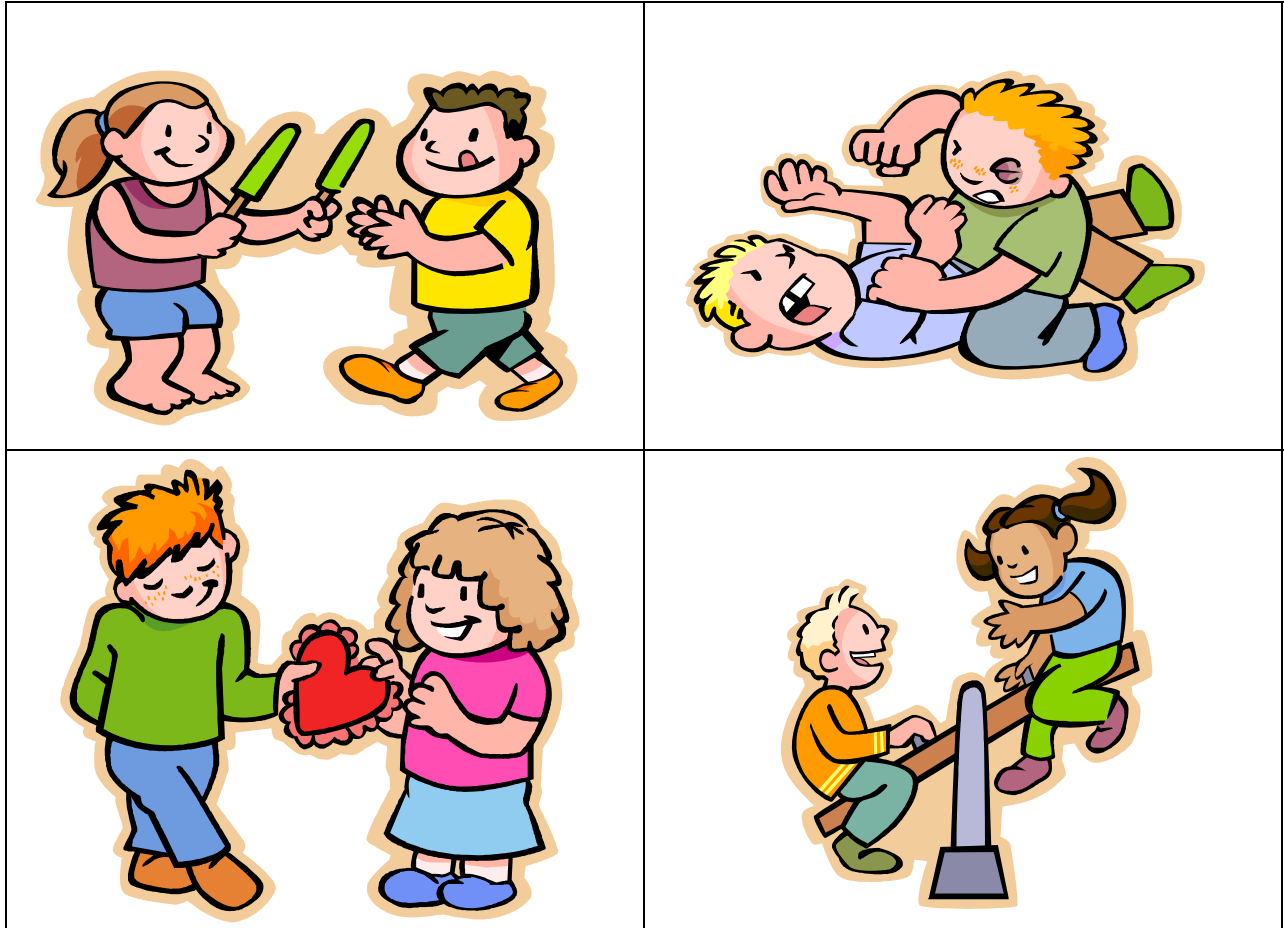
Teacher can review pictures with the children and discuss skills needed for a friendship.

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

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Student Activity Sheet

Name \_\_\_\_\_



**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**

<b>Instructor Procedures:</b>	<b>Student Involvement</b>
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.

7. End lesson by singing, “If You’re Friendly And You Know It”.	7. Children sing, “If You’re Friendly And You Know It”.
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**Teacher Follow-Up Activities**

Practice singing, “If You’re Friendly And You Know It”

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

## 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?

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?



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?

## 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

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	

### 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
<ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Children follow directions and brainstorm ways they are the same.</li> <li>2. Children raise their hands and offer suggestions.</li> </ol>

<p>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.</p>	
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 your 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.

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.**

## 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!



**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**

<b>Instructor Procedures:</b>	<b>Student Involvement</b>
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.

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.




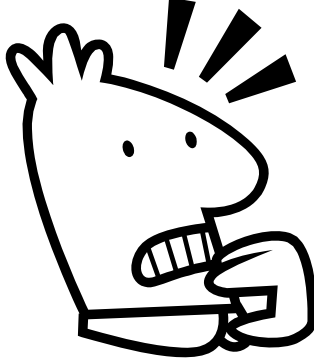
### Teacher Follow-Up Activities

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)

**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

<p>1. Mad</p> 	<p>2. Sad</p> 
<p>3. Happy</p> 	<p>4. Afraid</p> 

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.**

## 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

<b>Unit #1 Title:</b> Elementary Interactions	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 3	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> 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.	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.2: Interacting with Others in Ways that Respect Individual and Group Differences	
<b>Grade Level Expectation(s):</b>	
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	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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.



**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.

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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<b>Unit #1 Title:</b>	Elementary Interactions
<b>Lesson Title:</b> Same and Different	<b>Lesson 2 of 3</b>
<b>Grade Level:</b> 1	
<b>Length of Lesson:</b>	20-30 minutes
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences	
<b>Grade Level Expectation (GLE):</b>	
PS.2.B.01.a.i: Identify similarities and differences among students within the school community.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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
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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 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:**

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.”

**Student Involvement:**

1. Class forms a circle and students participate in what the song says if that quality applies to them.

<p>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?</p> <p>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.</p> <p>4. Counselor concludes the lesson by reiterating that although we have similarities and differences, we can still get along with each other.</p>	<p>2. Students will answer questions that the counselor asks regarding similarities and differences based on the song.</p> <p>3. Students name ways that they are the same and different.</p>
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### **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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**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:**

1. Counselor will have the students form a circle standing up around the carpet.
2. Counselor will introduce the students to the song by letting them 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 2<sup>nd</sup> verse and have the class repeat after her. The counselor will continue singing each verse and having the students repeat after her.
3. The counselor will then ask the students to go back to their desk/table and get out a pencil
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.
5. Counselor will recap with students the importance of releasing their feelings in good ways that don’t hurt themselves/others.

**Student Involvement:**

1. Students will form a circle standing up around the carpet.
2. Students will repeat each verse after the counselor and do the appropriate hand motions.
3. Students will leave the circle and go back to their desk.
4. Student will receive handout and start working on it based on the directions.



**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)

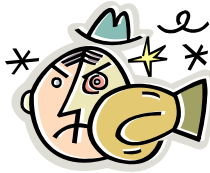
# Express Yourself Handout

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

Smile

or

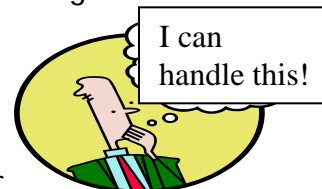


Laugh in class



If you're feeling worried, you should

or



If you're feeling proud, you should

or



Brag to everyone or Pat yourself on back

<b>Unit #1 Title:</b> Individual and Group Differences	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 3	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Prior to winter vacation	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences	
<b>Grade Level Expectation(s):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.

	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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.

**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:**

1. Using the puppets, ask students: What are some ways that we show others that we want to be their friend?
2. Write responses on the chalkboard.
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.
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.

**Student Involvement:**

1. Students respond with answers such as, we share, listen, keep secrets, no fighting, and being kind to each other.
2. Students review the responses.
3. Students use the brown paper lunch bags to make puppets to practice friendship skills.
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)**

**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>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?</li><li>2. Counselor selects a student to come up and solve the math problem.</li><li>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.<ul style="list-style-type: none"><li>• <b>S</b> = 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.</li><li>• <b>T</b> = Think, take time to think about possibilities, and what could happen with each one.</li><li>• <b>A</b> = Act, take the action you think is best for the situation.</li><li>• <b>R</b> = 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.</li></ul></li><li>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.</li></ol>	<ol style="list-style-type: none"><li>1. Students respond that it is a math problem, and you answer it or solve it.</li><li>2. A student volunteer solves the math problem.</li><li>3. Students look at the handout as the counselor explains the problem-solving steps</li><li>4. Students listen and ask questions for clarity.</li></ol>

Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, D. Parr

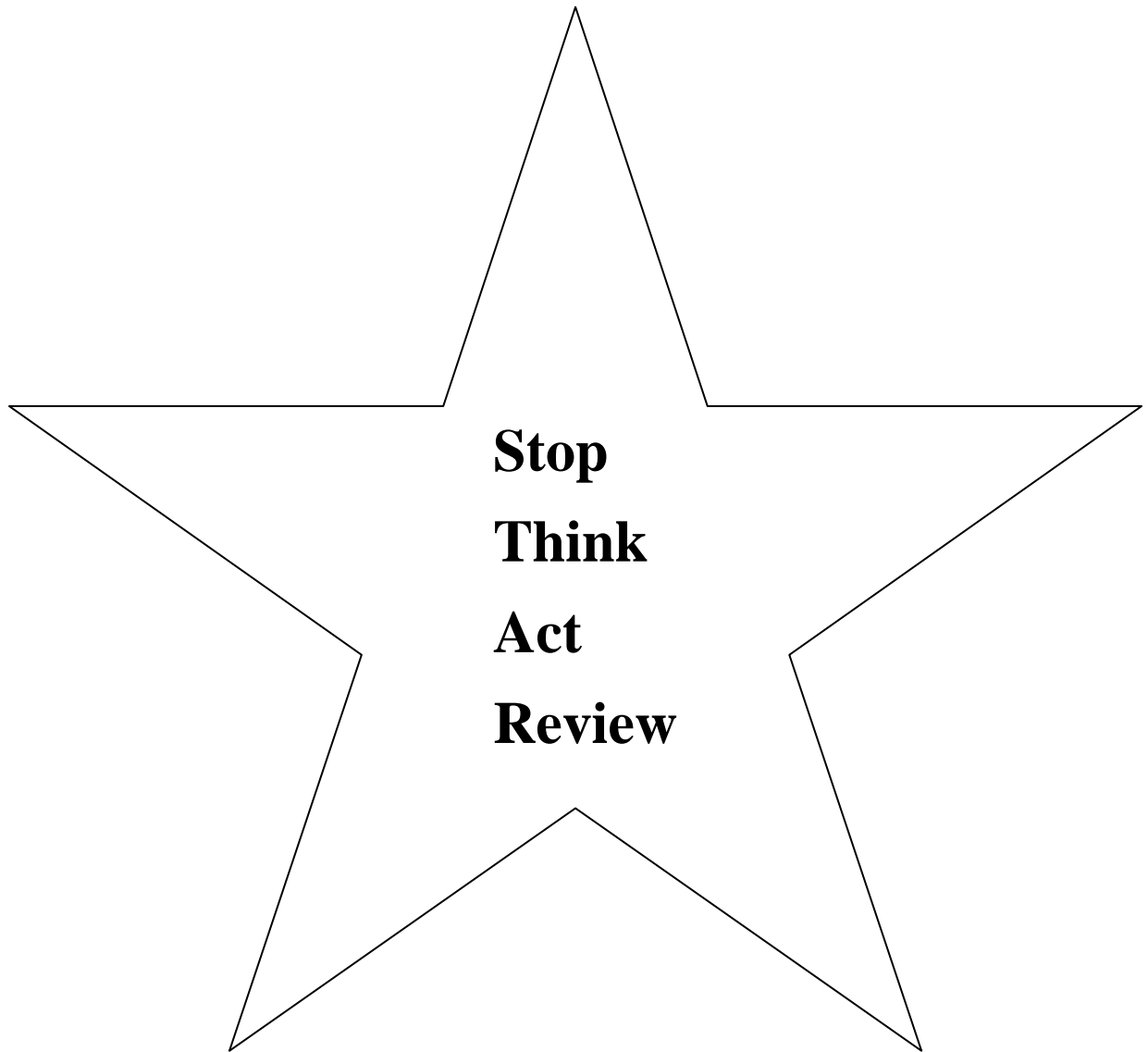
<p>5. Counselor gives an example of a problem, such as not being able to find a pencil, and takes the class through the STAR process to solve the problem, asking students for input along the way.</p> <p>6. Counselor names other common problems such as forgotten lunch money or homework, etc. and has students participate in discussing how STAR can help solve the problems.</p> <p>7. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.</p> <p>8. Counselor asks students to name other common conflicts, and then has students practice using STAR to solve the problems they have named.</p>	<p>5. Students participate in deciding what to do for each of the STAR steps.</p> <p>6. Students actively participate in using STAR to solve common problems.</p> <p>7. Students offer ideas and participate.</p> <p>8. Students as a group or in small groups practice using STAR to solve problems.</p>
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## 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)**

# Be a problem-solving STAR



**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	
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### 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.

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 traditions:

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Please cut these pictures out below and paste them under the appropriate holiday.





**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 and 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.

**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.

**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		

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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”



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

## **“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.

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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		
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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 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

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.

**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)**

**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		

**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>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?</li> <li>2. Counselor selects a student to come up and solve the math problem.</li> <li>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.                         <ul style="list-style-type: none"> <li>• <b>S</b> = 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.</li> <li>• <b>T</b> = Think, take time to think about possibilities, and what could happen with each one.</li> <li>• <b>A</b> = ACT, take the action you think is best for the situation.</li> <li>• <b>R</b> = 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.</li> </ul> </li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Students respond that it is a math problem, and you answer it or solve it.</li> <li>2. A student volunteer solves the math problem.</li> <li>3. Students look at the handout as the counselor explains the problem-solving steps</li> <li>4. Students listen and ask questions for clarity.</li> </ol>

<p>to solve other problems we face every day.</p> <p>5. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.</p> <p>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.</p>	<p>5. Students participate in deciding what to do for each of the STAR steps.</p> <p>6. Students as a pair or in small groups practice using STAR to solve problems.</p>
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### **Teacher Follow-Up Activities**

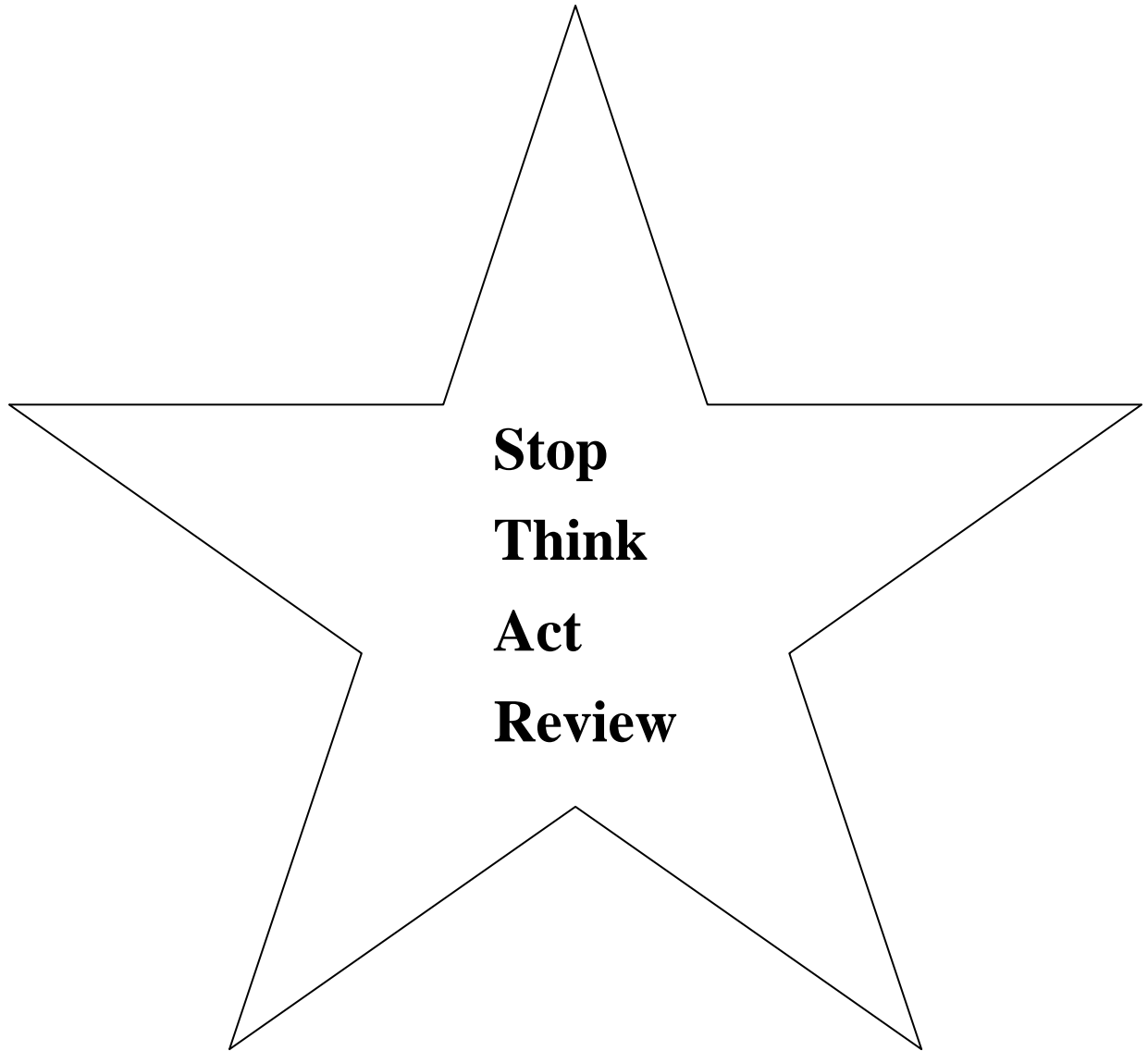
Teacher posts STAR problem-solving steps in the classroom and refers students to them when problems arise.

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

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# Be a problem-solving STAR



**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:*

Collaboration

Acceptance

Respect, and

Empathy.

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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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	

	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.**

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.

**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

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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.

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Introduce the purpose of the lesson and specific vocabulary.</li><li>2. Ask students to conceptualize the meaning of the word “respect.” Discuss the word “respectable.”</li><li>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 2<sup>nd</sup> runner up, the 1<sup>st</sup> runner up, and then the absolute winner. Ties are allowed.</li><li>4. Ask students to describe what “respect” looks like?<ul style="list-style-type: none"><li>• With your eyes</li><li>• With your words</li><li>• With your heart</li><li>• With your actions.</li></ul></li><li>5. How could you show disrespect?<ul style="list-style-type: none"><li>• With your eyes</li><li>• With your words</li><li>• With your heart</li><li>• With your actions</li></ul></li><li>6. Distribute the “respect” survey and pencils (one per student)</li><li>7. Help students interpret the results.</li><li>8. Conduct a group discussion - Questions and answers. Ask students what would be the situation of their belongings if their “agent” were not respectable?</li></ol>	<ol style="list-style-type: none"><li>1. Students put away their work and quietly await instructions.</li><li>2. Students listen attentively and answer the counselors’ questions, as appropriate.</li><li>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.</li><li>4. Designated students tally the votes.</li><li>5. Students answer the counselors’ questions, as appropriate.</li><li>6. Students place a folder in front of their survey, for privacy, and fill out the survey – 1 answer per item.</li><li>7. Students score the survey under the counselor’s directions.</li><li>8. Students participate in-group discussions about the concept and importance of respect.</li></ol>

### **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)**



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!*

<b>RESPECT IN SCHOOL:</b>	<b>Regularly</b>	<b>Sometimes</b>	<b>Never</b>
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 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.			
<b>TOTAL: Add each column</b>			

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.

**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.

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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"

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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? <ul style="list-style-type: none"><li>• With the eyes</li><li>• With words</li><li>• With the heart</li><li>• With actions.</li></ul>	
7. How could disrespect be shown within the family? <ul style="list-style-type: none"><li>• With the eyes</li><li>• With words</li><li>• With the heart</li><li>• With actions</li></ul>	
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)

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!*

<b>RESPECT WITHIN THE FAMILY:</b>	<b>Regularly</b>	<b>Sometimes</b>	<b>Never</b>
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.			

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.

**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



	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):**

THE UNTANGLE GAME (Directions attached at the end).

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.

**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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### THE DIVERSITY PUZZLE

<p>People like different ways of having fun. List three different leisure activities in your community:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>List three languages that belong to people who may be different from you, but still need food, safety, and friends:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>How do you feel towards others who are different from you? Check all the boxes that apply:</p> <p><input type="checkbox"/> I would rather hang out with people like me.</p> <p><input type="checkbox"/> People who are different scare me</p> <p><input type="checkbox"/> I find different people interesting</p> <p><input type="checkbox"/> I can learn a lot from other people</p> <p><input type="checkbox"/> I respect people who are different from me, and I give them a chance</p> <p><input type="checkbox"/> Mom would say: What are you doing with these people?</p>
<p>List three different countries whose people like to be treated with respect:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>List three different feelings that both, disabled and fully able people may experience at times:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>List ways in which children may be different from each other:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>People choose different ways of making a living. List five occupations that people around you, who are different from you, may have:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Check the gender below whose members need education to thrive, and money to survive:</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p>
<p>Check the box(es) that indicate people who need good friends:</p> <p><input type="checkbox"/> Children</p> <p><input type="checkbox"/> Adults</p> <p><input type="checkbox"/> Elderly</p>	<p>Name three professionals whose members may help you no matter the color of their skin or your skin:</p> <p>_____</p> <p>_____</p> <p>_____</p>	

**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

	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?

**Engagement (Hook):**

Choose one pair of volunteer students to come to the front of the class and model for a Venn diagram.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Introduce today's lesson and review/teach vocabulary: empathy, trust, similarities, differences, stereotype, and antagonistic.</li> <li>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.</li> <li>3. Direct the students to compare and contrast the pair of students, by following these 17 guidelines:  <b>a)</b> Eyes color, <b>b)</b> hair color, <b>c)</b> older/younger, <b>d)</b> tallest/ shortest, <b>e)</b> gender, <b>f)</b> favorite food, <b>g)</b> favorite music, <b>h)</b> favorite game, <b>i)</b> favorite movie, <b>j)</b> favorite pet, <b>k)</b> favorite TV program, <b>l)</b> favorite school subject, <b>m)</b> likes getting good grades, <b>n)</b> loves school, <b>o)</b> likes going to birthday parties, <b>p)</b> dislikes arguments, <b>q)</b> dislikes getting feelings hurt, <b>r)</b> likes humor and peace.</li> <li>4. Introduce the Maslow's Hierarchy of Needs (Attached below) emphasizing that these needs are common to all humans everywhere.</li> <li>5. Teach/review the acronym CARE (which stands for: <u>C</u>ollaboration, <u>A</u>cceptance, <u>R</u>espect, and <u>E</u>mpathy) as a way of dealing with diversity. Discuss as a group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students put away their work and await instructions.</li> <li>2. Students participate by reflecting and answering questions.</li> <li>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.</li> <li>4. As a group, students discuss what are more important, the similarities or the differences. Why?</li> <li>5. Students avoid any rude or offensive comments.                       Students discuss how each of these "CARE" ways can be applied in their own class group.</li> </ol>



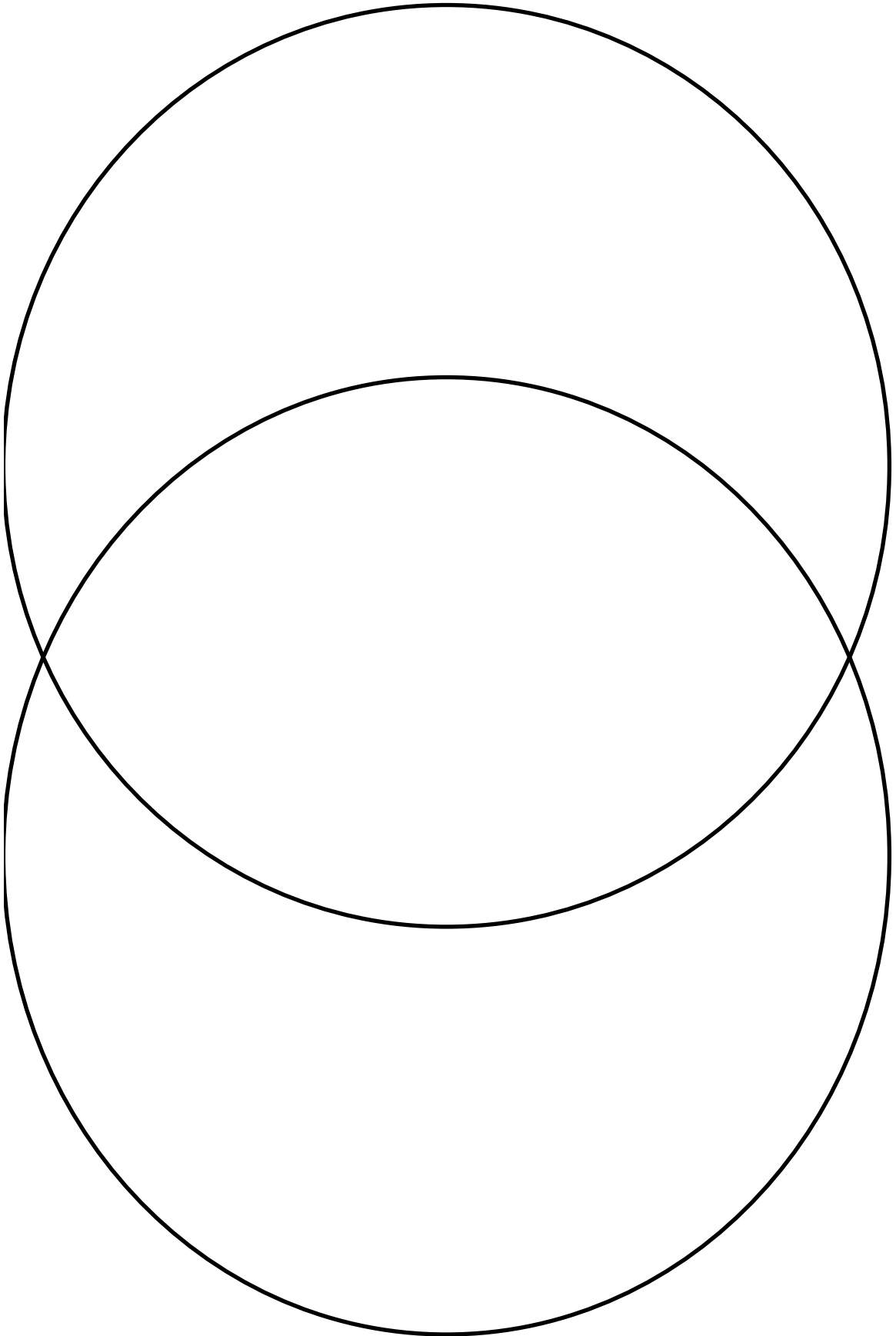
6. If time allows, another pair of students may be Venn-diagrammed. Alternatively, use the optional Venn-diagram handout to work in cooperative groups.	6. Students work in pairs, comparing each other in the Venn diagram handout, and then share their results with the group. If time allows, the counselor will present to the whole class each group's diagram.
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### **Teacher Follow-Up Activities**

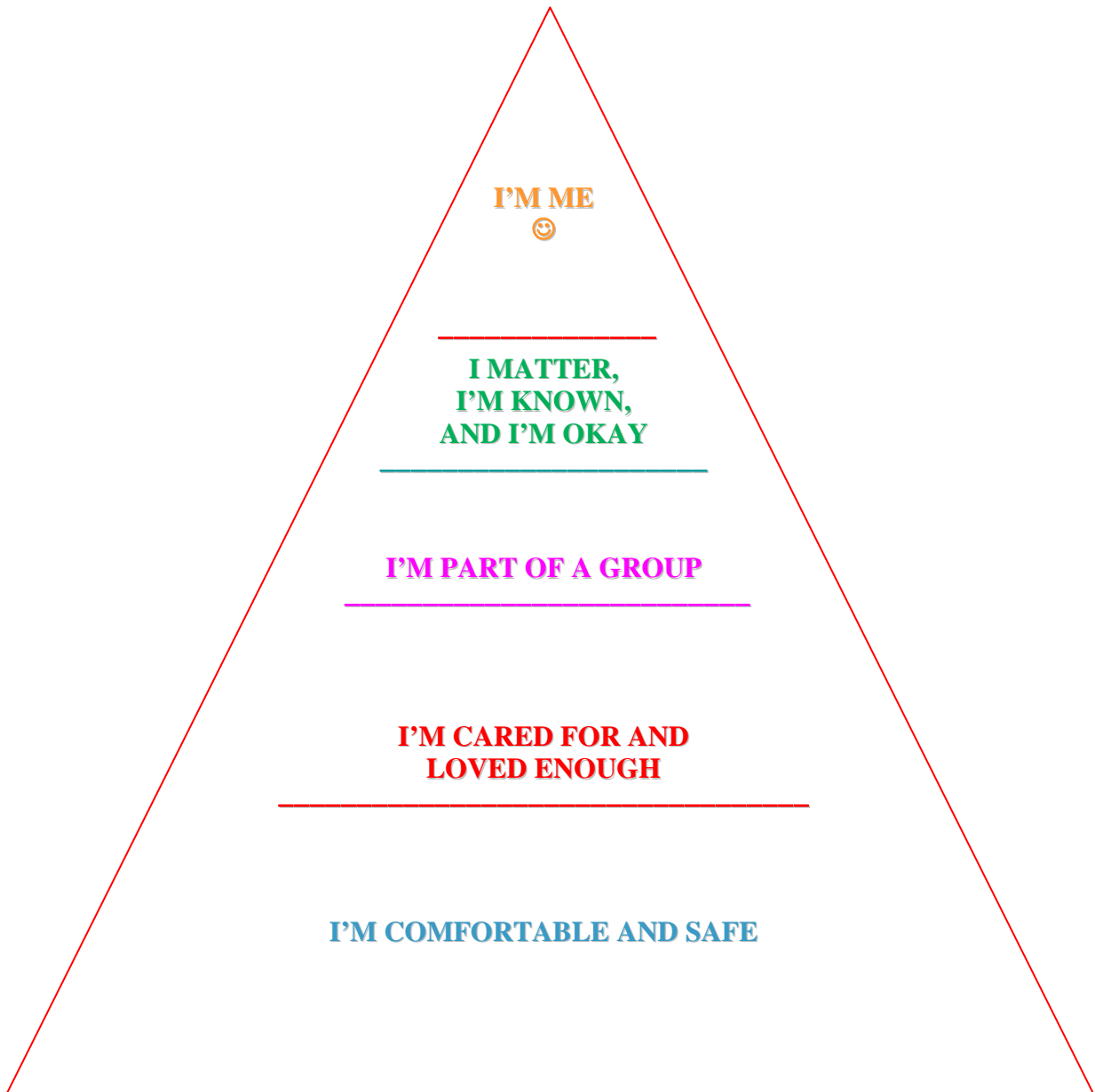
- Teacher assigns an essay related to similarities and differences within the classroom.
- The teacher or the counselor may use this Venn diagram approach to facilitate conflict resolution among students in the classroom.
- The classroom has a “Good Manners” table for students to discuss and reflect issues pertaining to diversity.

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

MYSELF COMMON GROUND MY



Abraham Maslow's Hierarchy of Needs for ALL Kids



**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

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	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.

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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<p>compromise, equity, win-win solution.</p> <p>2. Teach the meaning of “Agreeing to meet half way” and “Agreeing to disagree.” Explain the steps to solving conflict.</p> <p>3. Ask students to give examples of situations where conflict may be involved.</p> <p>4. Have pairs of students role-play these situations or the situations in the list of childhood conflict in school (attached below).</p> <p>5. Encourage students to use the STAR steps to solving conflict:</p> <ul style="list-style-type: none"> <li>• Stop (<i>Use self-control</i>)</li> <li>• Think (<i>Think about what’s happening - Listen for feelings, brainstorm solutions</i>)</li> <li>• Act (<i>Talk it over &amp; work it out— Choose/apply a win-win solution</i>)</li> <li>• Review (<i>Find out if the problem was solved – Do you need help?</i>).</li> </ul> <p>6. Ask students to give/receive feedback pertaining to the chosen solution.</p>	<p>2. Students’ participate by listening attentively and asking and answering questions</p> <p>3. Students take turns role-playing each type of typical childhood conflict. Students attempt to compromise by using the steps to solving conflict.</p> <p>4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.</p>
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### 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)

**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 than 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.

**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 (laminates 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



	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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.

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Review the topic of conflict resolution, and the concepts of compromise, and win-win solutions.</li> <li>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.</li> <li>3. Encourage students to use the STAR steps to solving conflict in each scenario:               <ul style="list-style-type: none"> <li>• Stop (<i>Use self-control</i>)</li> <li>• Think (<i>Think about what's happening - Listen for feelings, brainstorm solutions</i>)</li> <li>• Act (<i>Talk it over &amp; work it out— Choose/apply a win-win solution</i>)</li> <li>• Review (<i>Find out if the problem was solved – Do you need help?</i>).</li> </ul> </li> <li>4. Ask students to give/receive feedback pertaining to the chosen solution. Discuss as a group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students put away their work and wait for instructions.</li> <li>2. Students' participate by listening attentively and asking and answering questions.</li> <li>3. Students play the Tic Tac Toe, Get Off My Toes game under the counselor supervision</li> <li>4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.</li> </ol>

## 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 (lamine 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.”

**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 losing 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?

<b>Unit #1 Title:</b> Respecting Differences in Others	<b>Grade Level:</b> 5
<b>Number of Lessons in Unit:</b> 3	
<b>Time Required for each lesson:</b> 30 - 45 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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.	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences	
<b>Grade Level Expectation(s):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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.

**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.



Created by: M. Fay, J. Krickbaum, L. Lueckenhoff, A. Moffatt, and D. Parr

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:

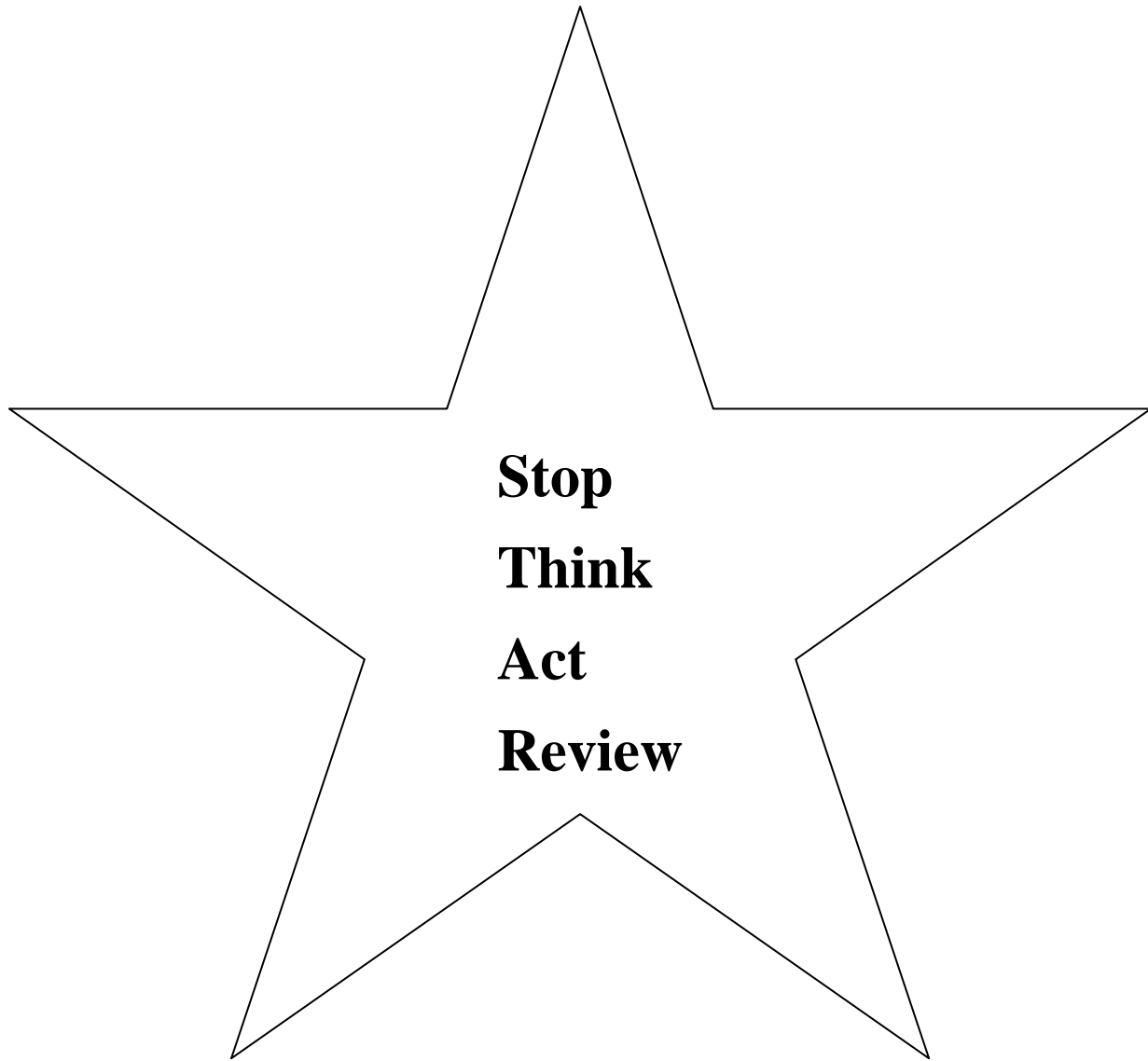
A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.

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.

# Be a problem-solving STAR



**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		
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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 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.

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

## 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?  _____

**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		
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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 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:
<ol style="list-style-type: none"> <li>Review the STAR steps of problem solving used in previous lessons.                             <ol style="list-style-type: none"> <li>Stop – Stop and identify the problem solving situation.</li> <li>Think – Think about the choices or options to solve the situation or problem.</li> <li>Act – Decide how you are going to compromise.</li> <li>Review – Review the final compromise to the situation.</li> </ol> </li> <li>Divide the class into small groups of four.</li> <li>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.</li> <li>The group must use the problem cards that are provided to play the game.</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>Students will review the steps with the counselor and discuss the strategies to resolve problems and conflicts.</li> <li>Students will get into small groups.</li> <li>Students will create the game board per instructor procedures.</li> <li>Students will prepare to play the game. Students may make extra problem cards.</li> <li>Students play the game.</li> </ol>

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.

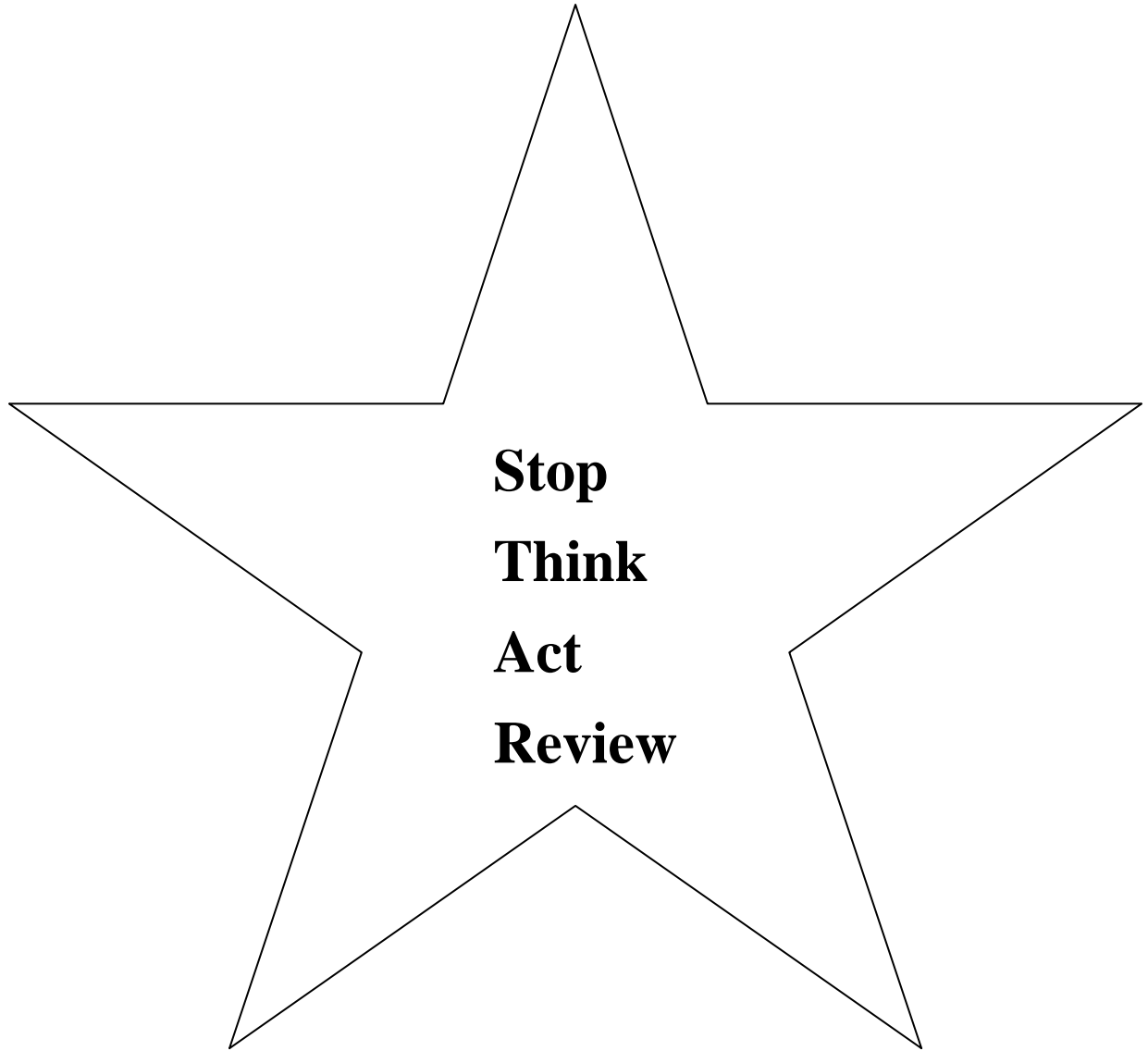
**Counselor reflection notes (completed after the lesson)**

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### Game Cards

<b>Stop, think, act, and review.</b>	<b>Stop, think, act, and review.</b>
<b>You are caught talking in class by the teacher.</b>	<b>Your dog ate your homework.</b>
<b>You are late to school.</b>	<b>You left your homework at home again.</b>
<b>You lost your lunch money.</b>	<b>You forgot the Science Project is due today.</b>
<b>The teacher always calls on you when you don't know the answers.</b>	<b>Your friends are always first to take a turn at recess.</b>
<b>Someone stepped on your new shoes.</b>	<b>The field trip is today and you forgot your permission slip.</b>
<b>You are pushed in line and the person in front of you is very angry, because you pushed them.</b>	<b>Someone says that you started a rumor about several classmates.</b>

# Be a problem-solving STAR



<b>Unit #1 Title:</b> What are Safe and Healthy Life Choices?	<b>Grade Level:</b> K
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying Personal Safety Skills and Coping Strategies.	
<b>Grade Level Expectation(s):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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.

**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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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 (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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>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.)</li> <li>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?”</li> </ol> <p>Counselor: “Let’s call this a comfortable touch. Can you repeat that?”</p> <ol style="list-style-type: none"> <li>3. Counselor: “What people do you feel comfortable being touched by?”</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Students watch and listen as counselor introduces the animals/puppets.</li> <li>2. Students might answer: “It feels good, happy, warm, safe...etc.”</li> </ol> <p>Students repeat the phrase “comfortable touch.”</p> <ol style="list-style-type: none"> <li>3. Students might answer: “My mom, dad, grandma, teacher, sister, doctor, etc.”</li> <li>4. Students might say: “A hug that lasts too 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.”</li> </ol>



<p>have the feelings vocabulary to express themselves.)</p> <p>Counselor: “We call these kinds of touches uncomfortable touches. Students, can you say – uncomfortable touches?”</p> <p>5. Counselor: “What could you do to keep yourself safe, if someone was giving you an uncomfortable touch?”</p> <p>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.</p> <p>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.)</p> <p>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.)</p> <p>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.</p> <p>10. Counselor may choose to close the</p>	<p>Students repeat the phrase, “uncomfortable touches.”</p> <p>5. Students might say, “Run away; tell them to stop; tell your mom; etc.”</p> <p>6. Students internalize the concepts by looking at the take home page as the counselor explains the steps.</p> <p>7. Students internalize the lesson concepts by singing the song and doing the actions. The “Comfy Song” is included in the lesson.</p> <p>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.</p> <p>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.).</p> <p>10. Students participate in the final activity of the</p>
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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.
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**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.

<b>Safe</b> <b>Comfortable</b> <b>Touch</b> 	<b>Unsafe</b> <b>Uncomfortable</b> <b>Touch</b> 

**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.**



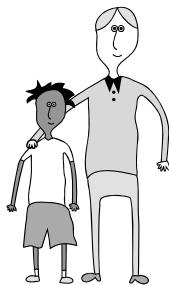
**5. Sitting on Grandpa's lap for a story.**



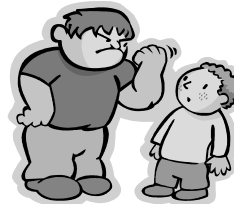
**6. When private places are touched by someone who makes you feel uncomfortable. (The places that are covered by your swimming suit.)**



**7. A handshake or pat on the back from a teacher or friend.**



**8. A touch from a stranger that makes you feel scared.**



**Activity Sheet 3 (Unit I, Lesson 1)**

1. Say  
“No”



2. Get  
Away



3. Tell  
Someone  
You Trust



**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.

**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	

**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:**

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.)"
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?"
3. Counselor: "Okay, the first one says (read first card). 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.)"

**Student Involvement:**

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. Students will most likely respond by saying, "Yes."
3. Students select the appropriate sack.



<p>4. Counselor proceeds by reading all the cards following the procedure in step 3.</p> <p>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.</p> <p>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."</p> <p><u>Variation:</u> Use two ropes or strings to create two circles on the floor for two areas to sort students.</p> <p>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."</p> <p>8. Counselor may close the lesson by asking the students to echo the safe/healthy/happy choice cards as he/she reads them.</p>	<p>4. Students continue to select the appropriate sack.</p> <p>5. Students reach into the bag with cards and pulls out a card.</p> <p>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.</p> <p>7. Students place the cards in the appropriate place on the display area.</p> <p>8. Students echo the safe/happy/healthy choice cards.</p>
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### 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.

**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/UNHEALTHY



**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.

<b>U</b> 1. Picking up a syringe.	<b>U</b> 2. Eating candy found on the ground.	<b>U</b> 3. Eating pills found in medicine cabinet.	<b>U</b> 4. Taking candy or food from a stranger.	<b>U</b> 5. Drinking from bottles found in the home that are poison.
<b>S</b> 6. Getting a shot by the Doctor.	<b>S</b> 7. Eating candy given by parent or trusted adult.	<b>S</b> 8. Taking pills or medicines given by parent or trusted adult.	<b>S</b> 9. Eating the food that a parent or trusted adult sets on the table.	<b>S</b> 10. Eating candy that my teacher gives me.
<b>U</b> 11. Drinking beer or alcohol.	<b>U</b> 12. Chewing tobacco.	<b>U</b> 13. Sniffing glue or chemicals.	<b>U</b> 14. Running too fast on the pavement.	<b>U</b> 15. Standing too close to another student who is swinging.
<b>S</b> 16. Walking and playing with hands to self.	<b>S</b> 17. Walking slowly and obeying playground rules.	<b>S</b> 18. Wearing your seatbelt while in the car.	<b>S</b> 19. Following teacher directions on safety at school.	<b>S</b> 20. Listening to the teacher when she gives directions.
<b>U</b> 21. Kicking or hitting others.	<b>U</b> 22. Smoking cigarettes.	<b>U</b> 23. Not wearing a seatbelt in the car.	<b>U</b> 24. Standing on the school bus.	<b>U</b> 25. Not listening to the teacher when she gives directions.
<b>S</b> 26.	<b>U</b> 27.	<b>S</b> 28.	<b>U</b> 29.	<b>U</b> 30.

**Add your own safe/healthy or unsafe/unhealthy scenarios on numbers 26-30.**

<b>Unit #2 Title:</b> Life-Changing Events	<b>Grade Level:</b> K
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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)	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying Personal Safety Skills and Coping Strategies.	
<b>Grade Level Expectation(s):</b>	
PS.3.C.0K.a.i: Identify different life changes or events.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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	

**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.

<b>Unit #2 Title:</b> Life-Changing Events	
<b>Lesson Title:</b> How Families Change	<b>Lesson</b> 1 of 2
<b>Grade Level:</b> K	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> PS.3: Applying Personal Safety Skills and Coping Strategies	
<b>Grade Level Expectation (GLE):</b> PS.3.C.0K.a.i: Identify different life changes or events.	
<b>American School Counselor Association National Standard (ASCA):</b> 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		

**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:**

1. Counselor distributes paper and drawing materials.
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.

**NOTE:** 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.

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?”

**Student Involvement:**

1. Each student draws a family picture.
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. Students will review the changes that occur in families.



### **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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**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.



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)

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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.

**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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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:**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>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.</li> <li>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).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students participate in completing feelings thermometer sheets.</li> <li>2. Students respond (happy, sad, mad and scared).</li> </ol>

<p>3. The counselor writes the four basic feelings on the board. Students brainstorm what each feeling means.</p>	<p>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.</p>
<p>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.</p>	<p>4. Students listen to teacher examples.</p>
<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. After role-playing the student or counselor selects a classmate to tell a time when they felt that way.</li> <li>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.</li> <li>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.</li> </ul>	<p>5. Students are selected to carry out the steps of the Feelings Game.</p> <ul style="list-style-type: none"> <li>a. Students role-play the feelings.</li> <li>b. Another student identifies a time they felt that way.</li> <li>c. A student identifies the feelings category of happy, sad, mad or scared.</li> </ul>
<p>6. After the game the counselor will let students know they will continue discussing this topic and other information during the next guidance class.</p>	<p>6. Students listen for next session information.</p>

### **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):**




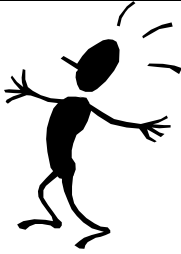




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## Feelings Thermometer

Mark each column to indicate your feelings about each statement

	How I feel when I am at home
	How I feel when I have to do my chores
	How I feel when someone sits next to me
	How I feel when I finish my work
	How I feel when someone says something mean to me
	How I feel working by myself
	How I feel when I lose a game
	How I feel playing with my friends
<div data-bbox="323 1772 423 1871"></div> <div data-bbox="724 1772 824 1871"></div> <div data-bbox="1159 1772 1260 1871"></div>	

*Cut cards for Feelings Game.*

 <b>Angry</b>	 <b>Frustrated</b>
 <b>Confused</b>	 <b>Surprised</b>
 <b>Depressed</b>	 <b>Loved</b>
 <b>Frightened</b>	 <b>Funny</b>

<b>Make up your own.</b> 	<b>Make up your own.</b> 
<b>Make up your own.</b> 	<b>Make up your own.</b> 
<b>Make up your own.</b> 	<b>Make up your own.</b> 
<b>Make up your own.</b> 	<b>Make up your own.</b> 

**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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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)
	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:**

<p><b>Instructor Procedures:</b>  <i>* 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.</i></p> <ol style="list-style-type: none"> <li>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.)</li> <li>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).</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students listen, and watch puppet demonstration.</li> <li>2. Students identify the four feelings (happy, sad, angry, scared).</li> </ol>
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<p>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?</p> <p>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?</p> <p>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.  <i>Here are some problem-solving steps to help you when you don't feel comfortable or safe.</i></p> <ul style="list-style-type: none"> <li>• Say "No" in a Big Voice!</li> <li>• Get away To a Safe Place.</li> <li>• Tell someone you trust.</li> </ul> <p>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.</p> <p>7. The counselor tells students they will continue discussing this topic and other information during the next guidance class.</p>	<p>3. Students brainstorm ideas.</p> <p>4. Students share gut feelings they would have about the situations.</p> <p>5. Students brainstorm ideas (get away, tell someone you trust, talk to a friend, ask for help). Students review the steps on the handout.</p> <p>6. Students identify times they might use the problem solving steps when put in an uncomfortable or unsafe situation.</p> <p>7. Students listen.</p>
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8. Send home the parent letter with parent handout on the back <i>How To Help Your Child Stay Safe</i> . 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.
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**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.



**Can be adapted K-5<sup>th</sup> 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. These are usually quick touches and always have purpose.
- 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. This type of information should be shared at the judgment of the instructor.
- 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.



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.

**This lesson can be adapted to meet the needs of K-5<sup>th</sup> 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

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

**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:
<ol style="list-style-type: none"> <li>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.</li> <li>2. The counselor asks students if there are touches people give them that make them feel good (comfortable), bad (uncomfortable) or confused.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and share ideas, then role-play situations where they would use the safety rules.</li> <li>2. Students share different kinds of touches that make them feel comfortable, uncomfortable or confused:                         <ul style="list-style-type: none"> <li>• <b>Good</b> (comfortable) - nice hugs, nice kiss from someone they care about or love, pat on the back, etc.</li> <li>• <b>Bad</b> (uncomfortable) - hit, kick, pinch, slap, private touch - where your swim suit covers</li> <li>• <b>Confusing</b> -tickle, a hug that is too tight, etc.</li> </ul> </li> <li>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</li> </ol>

<p>Show a picture of a boy and girl in their swimsuits.</p> <p>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.</p> <p>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.</p> <p>6. Review additional information from <i>the Personal Safety Presentation Sheet of appropriate</i>.</p> <p>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</p> <p>8. Use the role-playing cards to practice the safety rules when in uncomfortable or dangerous situations.</p> <ul style="list-style-type: none"> <li>• <b>Say "No" in a Big Voice!</b></li> <li>• <b>Get away To a Safe Place.</b></li> <li>• <b>Tell someone you trust.</b></li> </ul>	<p>laughing. There could be a personal reason they feel uncomfortable.</p> <p>4. Students share ideas for healthy touches.</p> <p>5. Students listen.</p> <p>6. Students listen and share ideas.</p> <p>7. Students will review the handout and the draw in their own person they can trust on the sheet.</p> <p>8. Students review the safety rules. Different students are selected to role-play different situations from the role playing cards.</p>
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### Teacher Follow-Up Activities

The teacher will continue to reinforce the personal safety rules when appropriate in the classroom.

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

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## Safety Rules

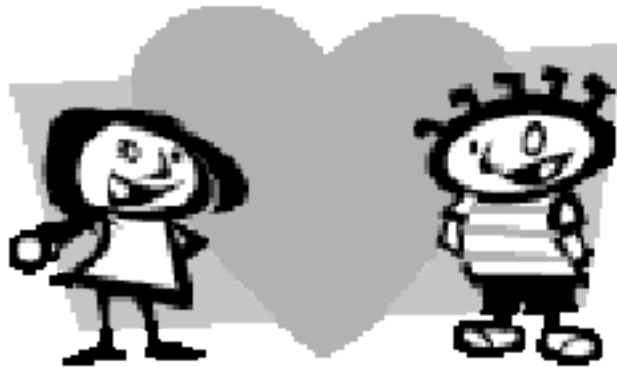
1. Say “No”  
in a Big  
Voice.



2. Get  
Away  
to a safe  
place.



3. Tell  
Someone  
You Trust.



**Role Play Cards**

<p>A person you don't know very well puts his or her arm around you and it feels uncomfortable.</p>	<p>A classmate pushes you down on the playground.</p>
<p>A person you know puts his or her hand on your leg and it feels uncomfortable.</p>	<p>A family member gives you a hug and it feels comfortable.</p>
<p>Someone is standing too close to you and is talking right in your face.</p>	<p>A student at school hits you.</p>
<p>Make up your own.</p>	<p>Make up your own.</p>

# Who are some adults you can trust?

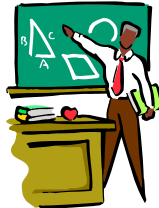
Grandparents



Doctor or Nurse



Teacher



Mom



Principal



Dad



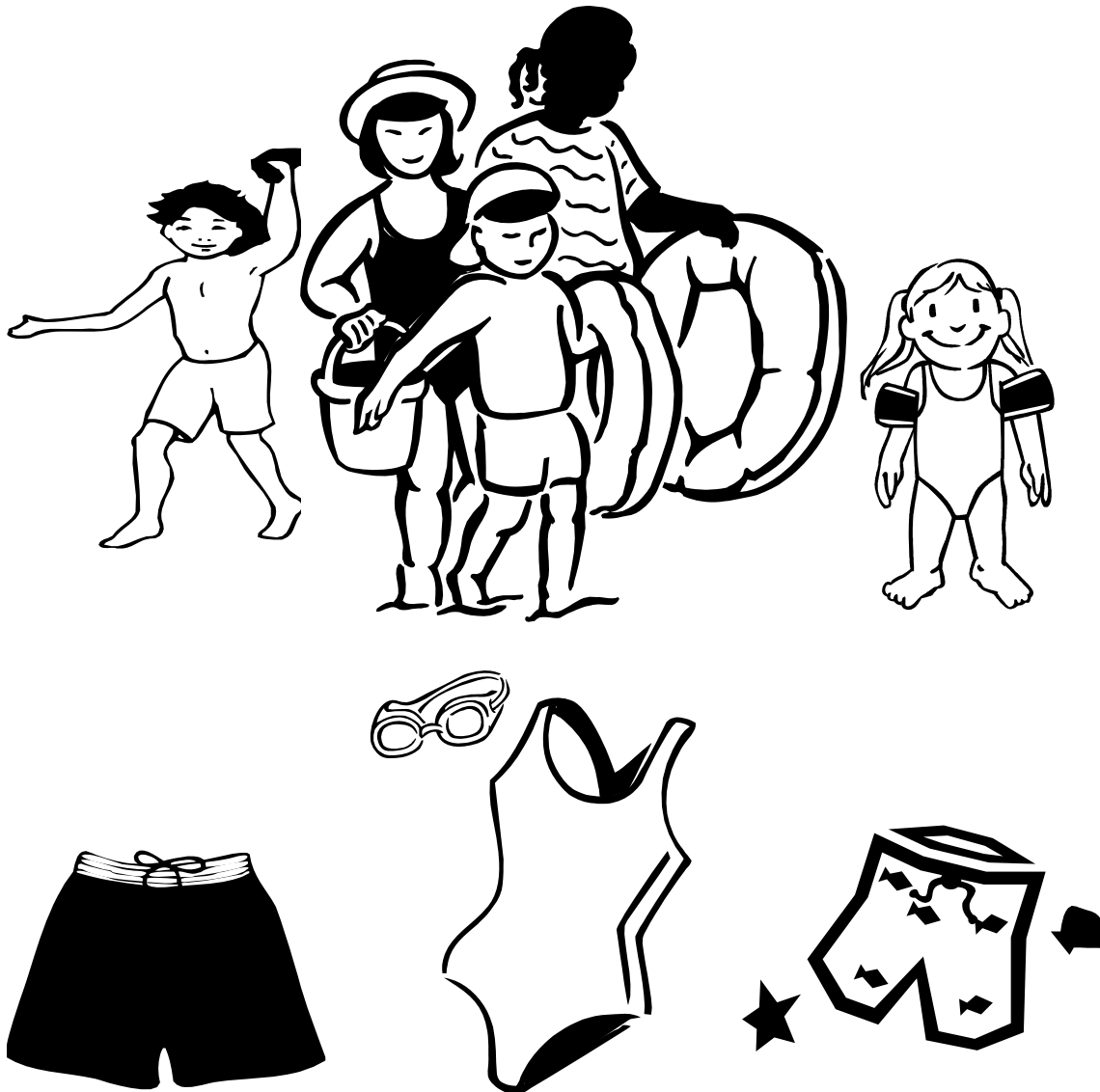
Girl/Boy Scout Leader



**Your ideas...**



The private parts of your body are where your swimsuit covers.



<b>Unit #2 Title:</b> How Life-Changing Events Affect My Life	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying Personal Safety Skills and Coping Strategies.	
<b>Grade Level Expectation(s):</b>	
PS.3.C.01.a.i: Recognize the effects of life changes or events related to self.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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	



**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.

1<sup>st</sup> Lesson - Students will complete a timeline story of their changing events in their life from birth to 1<sup>st</sup> grade. Students will share timeline stories and talk about how the changes affect their life.

2<sup>nd</sup> 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 they 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.

**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		

### 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 loses 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:

1. Introduce two puppets. The puppets talk about how life is different for them now in first grade compared to when they were babies.
2. How did some of these changes affect your life from then until now?
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.

#### Student Involvement:

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. 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. Students brainstorm and complete their story.

## Teacher Follow-Up Activities

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

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## *A Year In The Life of a Tree.*

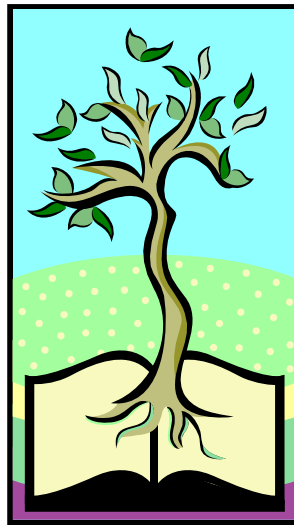
**What changes does a tree go through during the year?**

**What changes does a tree go through during its lifetime?**

1.



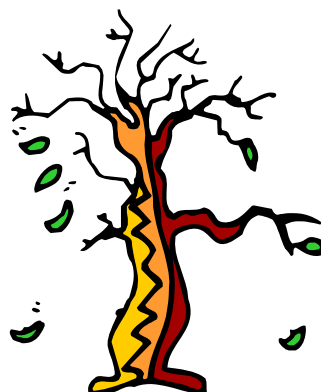
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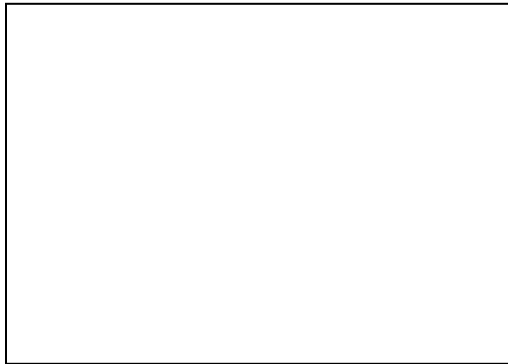
4.



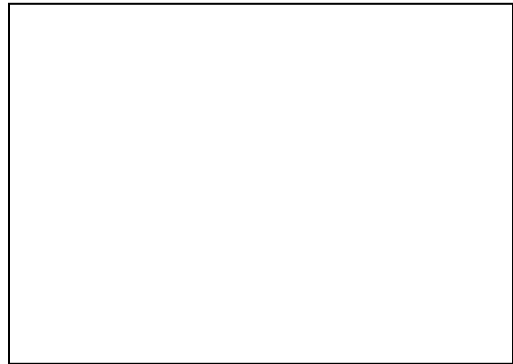
# My Timeline Life Changes Story

**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 \_\_\_\_\_.



**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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		

### 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.



<p>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.</p> <p>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.</p> <p>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?</p>	<p>5. Students will complete the picture.</p> <p>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.</p> <p>7. Students will use the STAR Model with the instructor's guidance when sharing their ideas on the activity sheet.</p>
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### 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.***

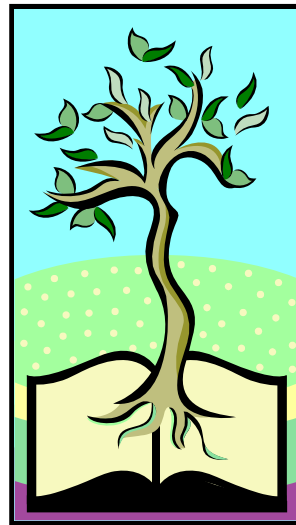
**What changes does a tree go through during the year?**

**What changes does a tree go through during its lifetime?**

1.



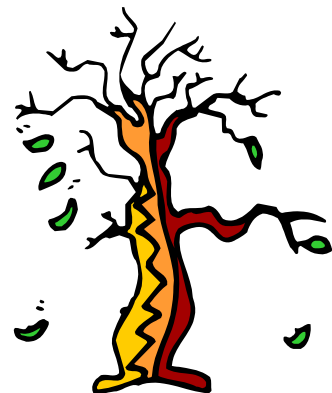
2.



3.



4.

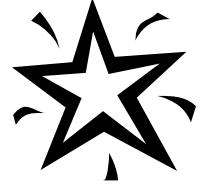




## Life Changes...My predictions or wish for one year into my future.

**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.



## **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?

<p><b>Unit #1 Title:</b> What Are Safe And Healthy Choices, And How Do I Keep Myself Safe?</p> <p><b>Number of Lessons in Unit:</b> 2</p> <p><b>Time Required for each lesson:</b> 30-40 minutes each</p> <p><b>Best time of year to implement this Unit:</b> anytime</p> <p><b>Lesson Titles:</b>  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</p> <p>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)</p> <p><b>Missouri Comprehensive Guidance Standard:</b>  PS.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation(s):</b>  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.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>  Personal/Social Development  C: Students will understand safety and survival skills.</p>	<p><b>Grade Level:</b> 2</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral, and visual presentations for a variety of purposes and</p>

	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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.

**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.

**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



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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.

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

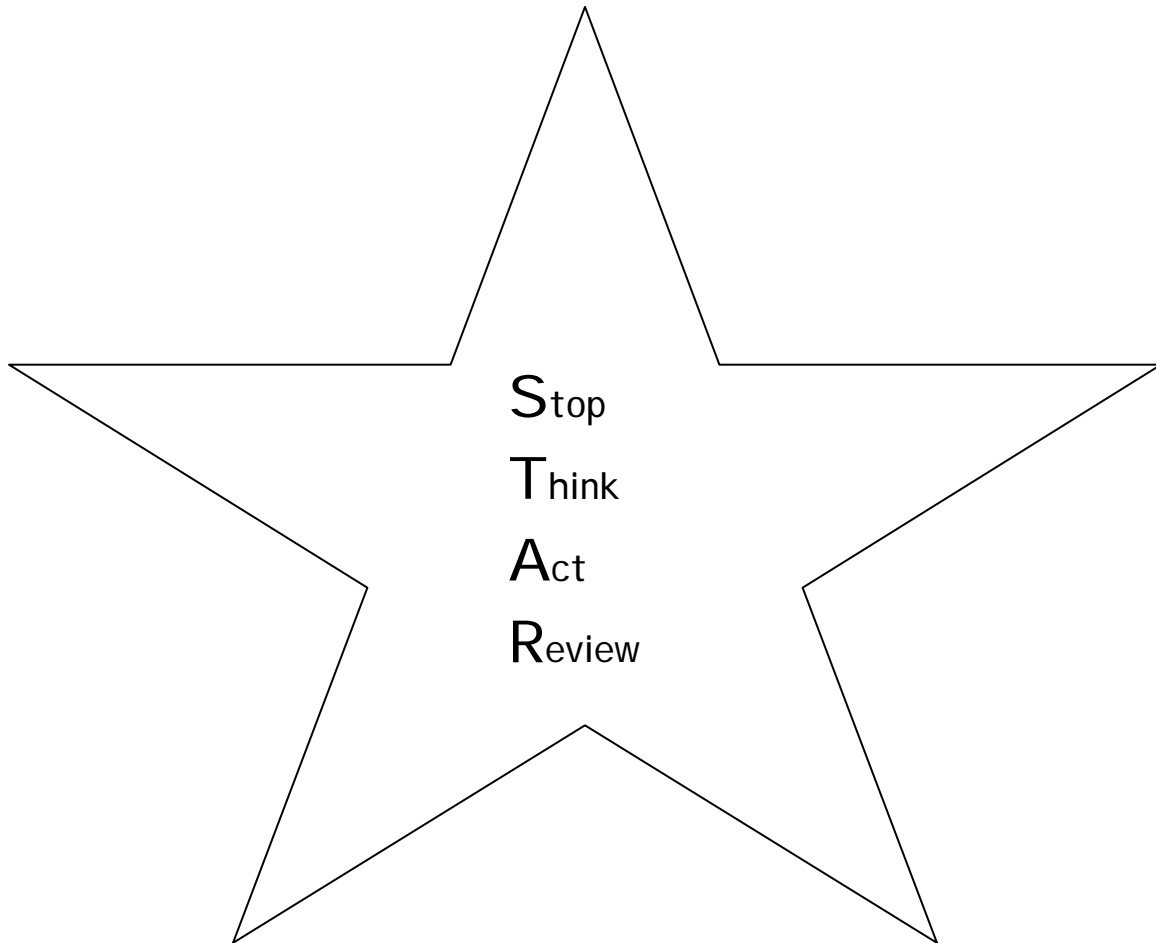
Decide and take action



## Review

How did it work?

Do I need to try again?



**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

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.

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?



## 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?

<b>Unit #2 Title:</b> How does one cope with life-changing events?	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	<b>Time Required for each lesson:</b> 30 minutes each
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying personal safety skills and coping skills	
<b>Grade Level Expectation(s):</b>	
PS.3.C.02.a.i: Recognize the effects of life changes or events related to self and others.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

**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

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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
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**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.

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.
5. Discuss proper communication, talking about feelings, anger management techniques, conflict resolution, etc.
6. Say to the students, “Let’s go back to ‘Stressed out Sally’ and rewrite her day so tomorrow will go better.”

4. Students contribute to discussion.
5. Students contribute to discussion.
6. Students will help rewrite “Stressed Out Sally” by supplying suggestions to help her day go better.

Teachers may question students when they are upset:

**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.

**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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Linking School Success to Life Success

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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.

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.
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.

## 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?

<p><b>Unit #1 Title:</b> What Are Safe And Healthy Choices And How Do I Keep Myself Safe?</p> <p><b>Number of Lessons in Unit:</b> 2</p> <p><b>Time Required for each lesson:</b> 30 minutes</p> <p><b>Best time of year to implement this Unit:</b> Anytime</p> <p><b>Lesson Titles:</b>  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</p> <p>Lesson 2: Can You Erase the Damage?  Materials/Special Preparations Required  Large sheet of butcher paper  Marker  Sheet of paper for each student  Tape</p> <p><b>Missouri Comprehensive Guidance Standard:</b>  PS.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation(s):</b>  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.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>  Personal/Social Development  C: Students will understand safety and survival skills.</p>	<p><b>Grade Level:</b> 3</p>
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**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.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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.

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

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.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.

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.
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### **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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<b>Unit #2 Title:</b> How Does One Cope With Life Changing Events?	<b>Grade Level:</b> 3
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying personal safety skills and coping strategies	
<b>Grade Level Expectation(s):</b>	
PS.3.C.03.A.I: Identify coping skills for managing life changes or events	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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?**

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

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.



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

<b>Life-Changing Situations</b>
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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?**

**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

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (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 losing your job.  
 “Now it is your turn to show how to cope.”

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Come into the classroom, appropriately handling losing 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

Created by: J. Frankenberg, M. Grandelius, K. Keller, L. Lueckenhoff, P. Schaaf

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:*

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**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:*

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**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:*

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**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:*

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**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.



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

<b>X</b>	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
<b>X</b>	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
<b>X</b>	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
<b>X</b>	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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
<b>X</b> 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	
<b>X</b> 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.
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**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.

**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

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (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 of the class.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p><b>Session 1</b></p> <ol style="list-style-type: none"> <li>1. Counselor hands out the What is bullying? True/False survey and gives students a few minutes to fill it out</li> <li>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.</li> <li>3. Counselor, prior to using the overhead, first asks students to give their definitions or examples of what a bully is and then</li> </ol>	<p><b>Session 1</b></p> <ol style="list-style-type: none"> <li>1. Students complete the survey.</li> <li>2. Students turn over to the note taking side.</li> <li>3. Students take notes.</li> </ol>

<p>she/he shows the supplied definition using the transparency of the definitions.</p> <p>4. Counselors follows up with each of the other definitions:</p> <ul style="list-style-type: none"> <li>• Target</li> <li>• Witness/Reporter</li> <li>• Harassment</li> <li>• Types of bullying                         <ul style="list-style-type: none"> <li>○ Physical</li> <li>○ Emotional</li> <li>○ Verbal</li> <li>○ Sexual</li> </ul> </li> </ul> <p>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.</p> <p>6. Counselor collects the notes/survey sheets and keeps them for the second session.</p>	<p>4. Students take notes on each of the definitions given.</p> <p>5. Students review survey answers and discuss the correct answers.</p> <p>6. Students turn in their survey/note paper to the counselor.</p>
<p style="text-align: center;"><b>Session 2</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Decide what kind of bullying is happening.</li> <li>• Decide on two ways the person/people in the story could handle the bully and the situation.</li> </ul> <p>2. Counselor divides students into small groups and gives each group a scenario to read and discuss.</p> <p>3. Groups have 15 minutes.</p> <p>4. Groups are called back to order and they have one representative tell about their</p>	<p style="text-align: center;"><b>Session 2</b></p> <p>1. Students will look at their notes and True/False survey as the counselor reviews the information.</p> <p>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.</p> <p>3. Groups have 15 minutes to read and discuss.</p> <p>4. Groups give their reports to the entire class.</p>

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)**

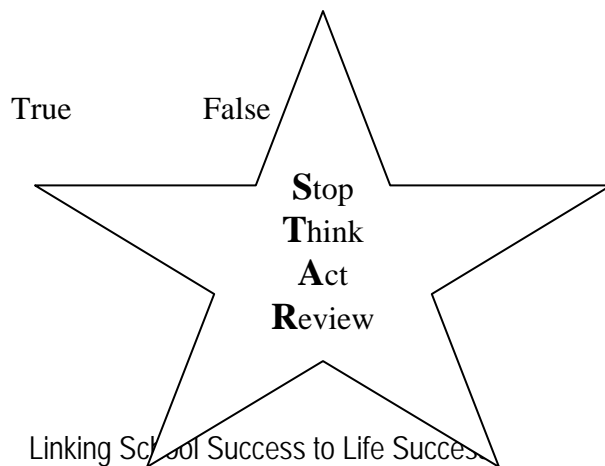
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## What is Bullying?

### 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 |

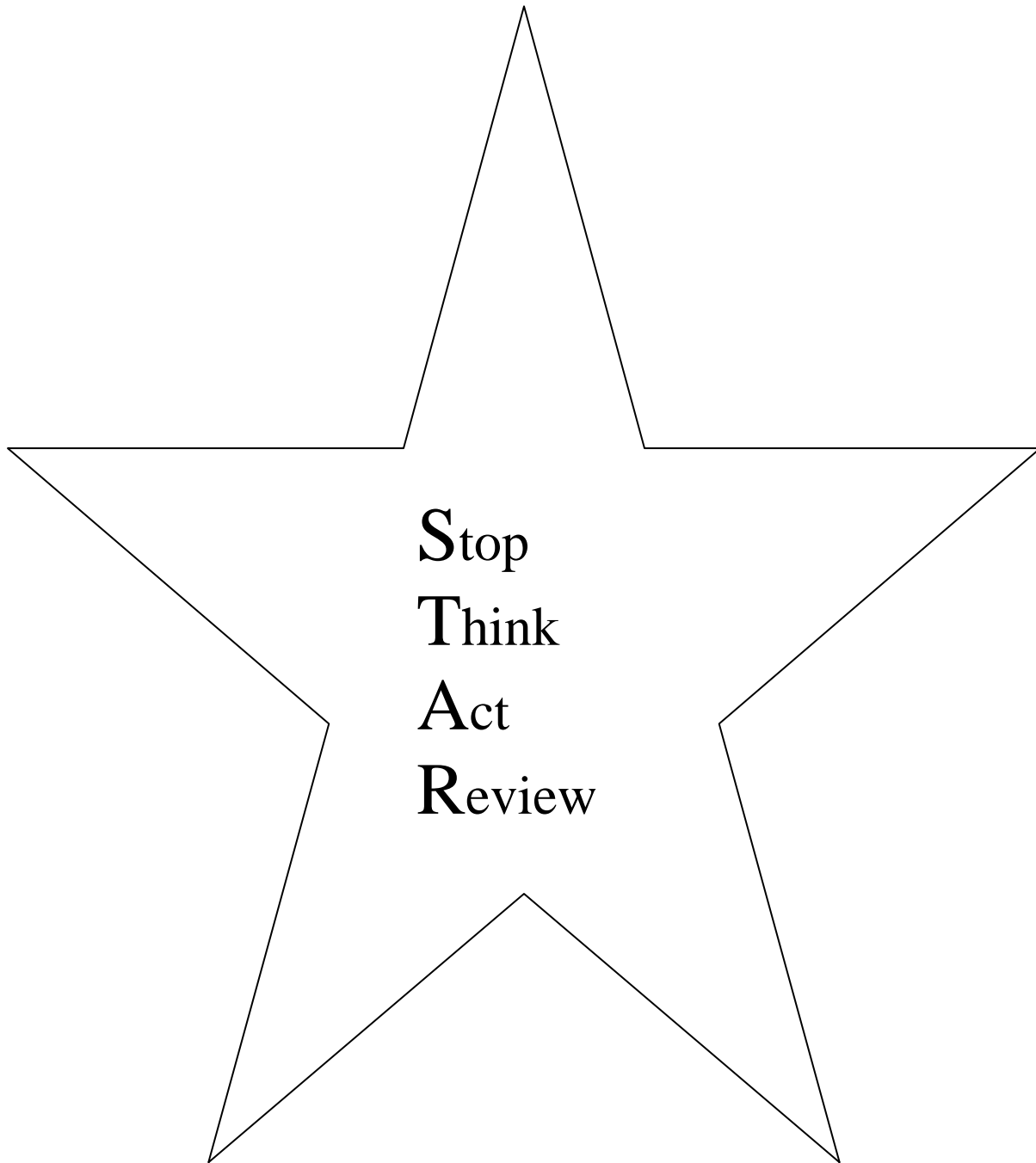


## What is Bullying?

### Note-taking Worksheet

Bully	Target vs. Victim
Witness/reporter vs. tattling	Harassment
Physical Bullying	Verbal Bullying
Emotional Bullying	Sexual Bullying/Harassment





# Student Safety Rules

## Words to Remember

**Say NO!**

**Get Away!**

**Tell!**

### 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 than 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 weak 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.

### Scenarios for group discussion

<p>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.</p>	<p>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."</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

## 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?

**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

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>Session 1</p> <ol style="list-style-type: none"> <li>1. Counselor opens with a transparency of drug statistics that pertain to youth. Copies can be handed out to the students.</li> <li>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.</li> <li>3. Counselor hands out drug information packets – one group gets tobacco, one group alcohol, and two groups illegal/prescription drugs.</li> </ol>	<p>Session 1</p> <ol style="list-style-type: none"> <li>1. Students view the statistics and discuss their findings.</li> <li>2. Each group divides up work responsibilities and decides what format they will present their project in.</li> <li>3. Each group receives and information packet with facts about the drug they are to report on.</li> </ol>



<p>4. Counselor reviews the scoring rubric as he/she discusses the kinds of projects that groups can present.</p> <p>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.</p> <p>6. Counselor collects all notes and places them in a folder for each group.</p> <p style="text-align: center;"><b>Session 2</b></p> <p>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.</p> <p>2. The counselor instructs groups to use materials to develop presentations.</p> <p>3. Counselor keeps the presentations until third session.</p> <p style="text-align: center;"><b>Session 3</b></p> <p>1. Counselor hands out rubric grading sheet to each student. Students will grade each presentation as it is presented.</p>	<p>4. Groups review the scoring rubric.</p> <p>5. Groups begin their research and decide on the format of their project.</p> <p>6. Groups hand in all notes.</p> <p style="text-align: center;"><b>Session 2</b></p> <p>1. Each group receives its research folder and begins work on presentation.</p> <p>2. Groups use materials provided by counselor.</p> <p>3. Groups turn in all supplies to counselor.</p> <p style="text-align: center;"><b>Session 3</b></p> <p>1. Each group presents their project. Their peers using the assignment rubric assess students.</p>
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### Teacher Follow-Up Activities

The teacher reviews the group projects.

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

### 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.

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			

<b>Unit #2 Title:</b> How Does A Person Cope With Life Changing Events?	<b>Grade Level:</b> 4
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 45 minutes each	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying personal safety skills and coping strategies.	
<b>Grade Level Expectation(s):</b>	
PS.3.C.04.a.i: Utilize coping skills for managing life changes or events.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.

	Goal 4: Make decisions and act as responsible members of society and others
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**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (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.

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

<b>Instructor Procedures:</b> <b>Session 1</b>	<b>Student Involvement:</b> <b>Session 1</b>
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

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**

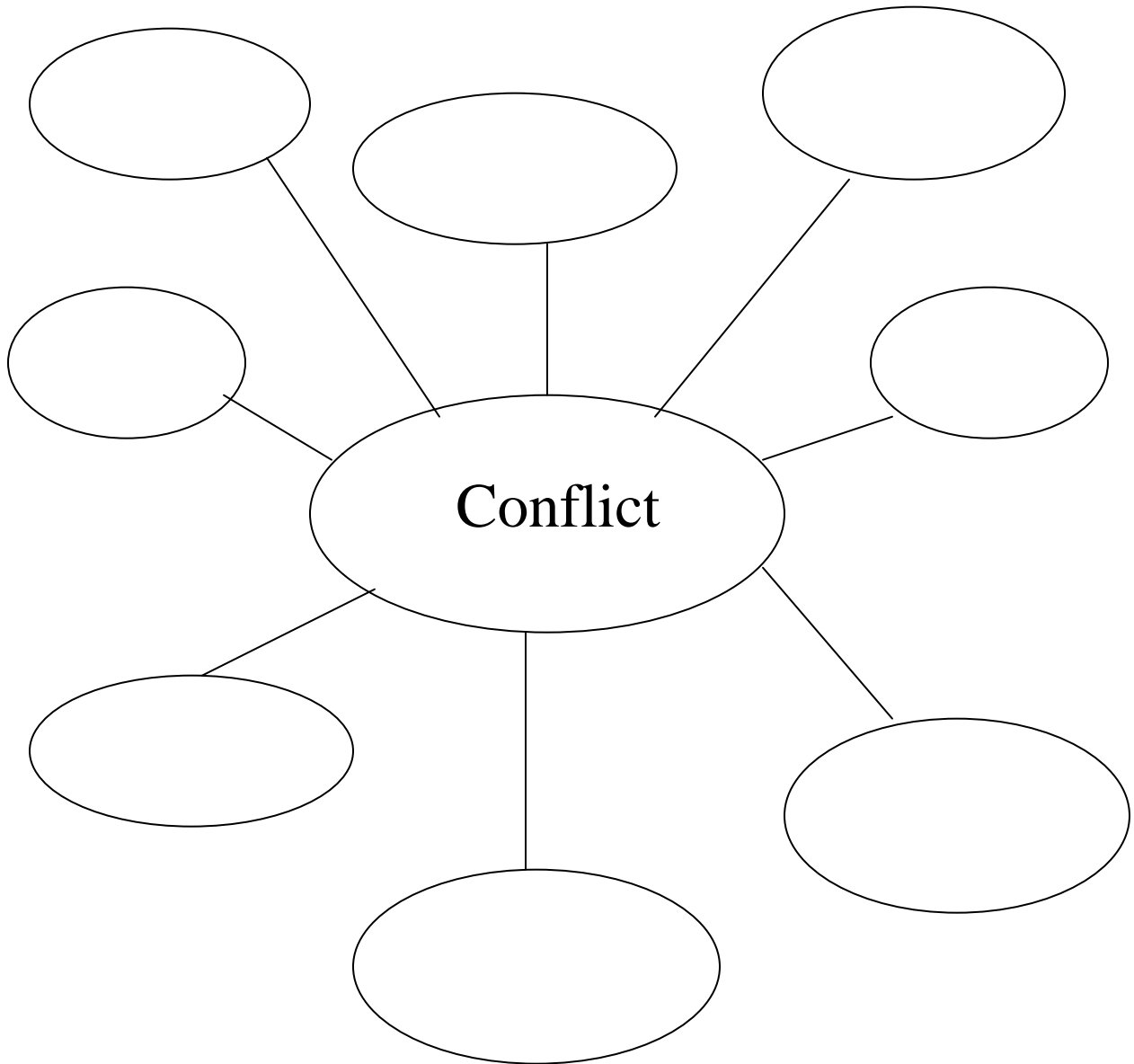
Students will share the Mediation Do's and Don'ts with their teacher. Students will practice the skills learned to resolve conflicts.

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

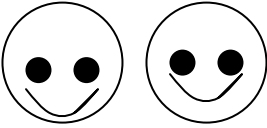
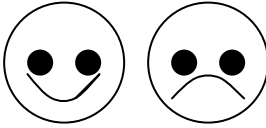
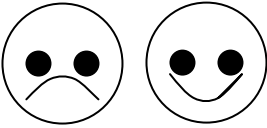
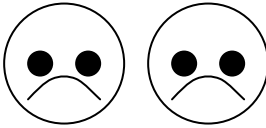
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## What is Conflict?



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

## **Three Different Approaches to Conflict**

**Aggressive**

**Passive**

**Assertive**

## **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?"**

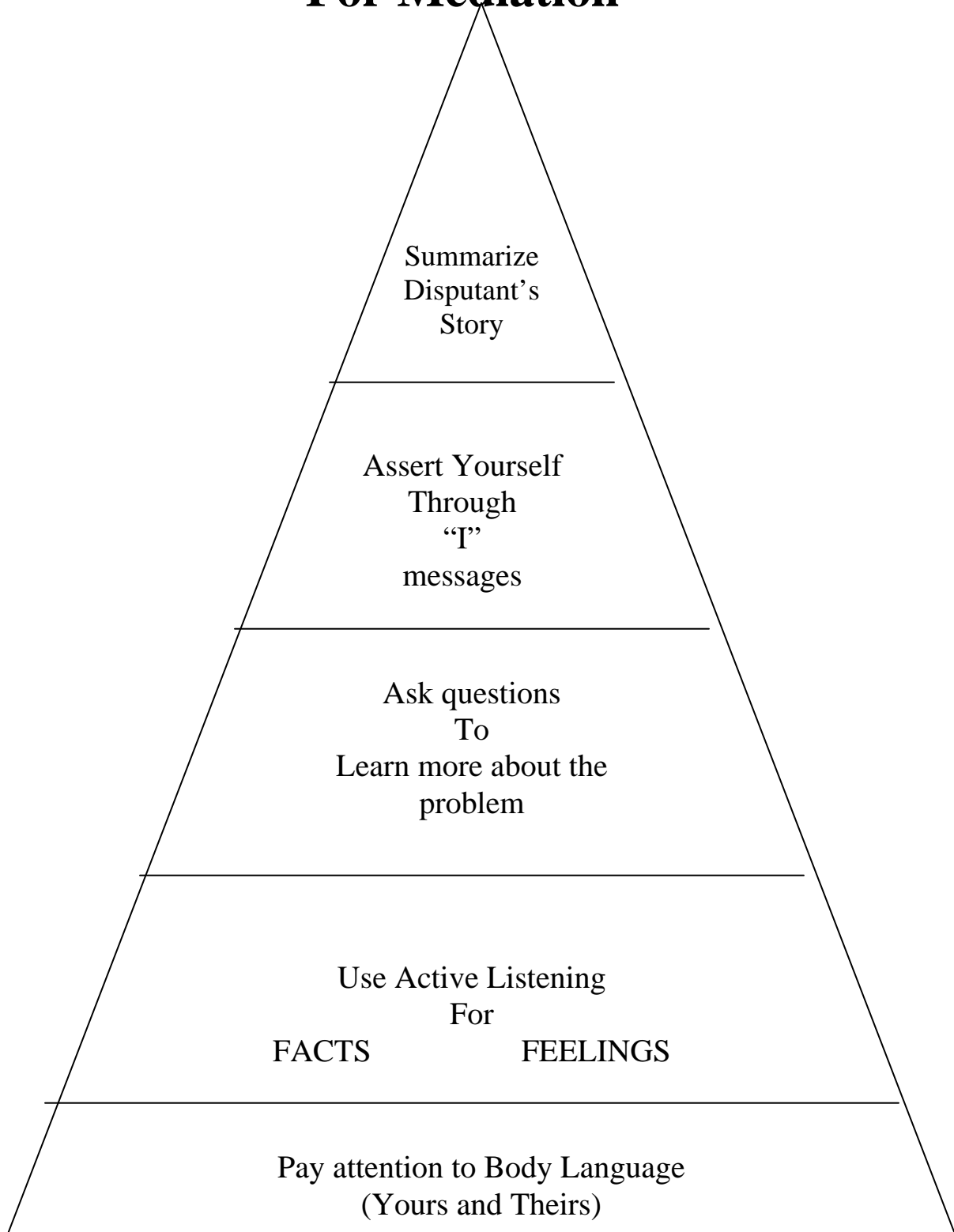
**6. Do keep what you are  
told confidential.**

**Don't give advice.**

**7. Do mediate in private.**

**Don't look for witnesses.**

# Communication Pyramid For Mediation



**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

does two mediations allowing each student to be a mediator and a disputant.

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

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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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**

**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.

**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

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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.

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.

- Counselor will give each group a piece of chart paper to write their scenario on and to write out their solutions for presentation.

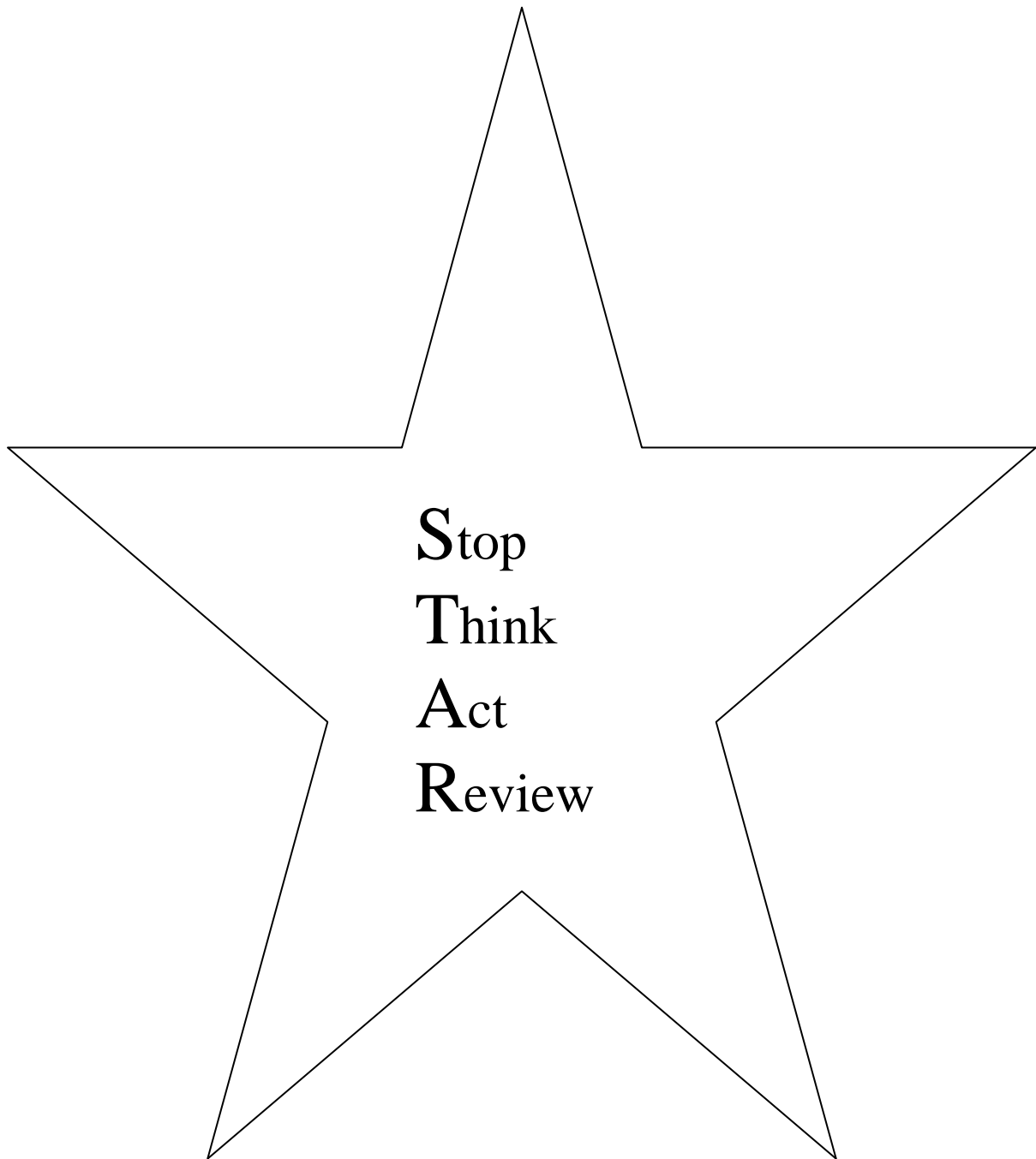
- Each group will write their scenario on a piece of chart paper, list their solutions, and report to the whole group.

## 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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Student Safety Rules  
Words to Remember

**Say NO!**

**Get Away!**

**Tell!**



**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 weak 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.

**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: <ul style="list-style-type: none"> <li>Forms tobacco comes in</li> </ul>	2. Students will read through the fact sheet and answer questions asked by the counselor.

<ul style="list-style-type: none"> <li>• Body systems effected</li> <li>• Addictiveness</li> <li>• Cost</li> </ul> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>4. Students will discuss their ideas with partners.</p> <p>6. Students will share their ideas and share ways to say no to peers and no to commercials and advertisement.</p>
---	---

**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.  | <b>True</b> | <b>False</b> |
| 2. Nicotine is as addictive as heroin.  | <b>True</b> | <b>False</b> |
| 3. Over 400,000 people die annually from smoking cigarettes.                                | <b>True</b> | <b>False</b> |
| 4. Cigarettes contain over 4,000 chemicals.   | <b>True</b> | <b>False</b> |
| 5. Over 40% of all children in the US live in a household where at least one person smokes. | <b>True</b> | <b>False</b> |
| 6. Smokeless tobacco is more addictive than cigarettes.                                     | <b>True</b> | <b>False</b> |
| 7. Addiction to cigarettes often leads to other forms of drug addiction.                    | <b>True</b> | <b>False</b> |
| 8. Smoking is especially dangerous for teens.   | <b>True</b> | <b>False</b> |
| 9. People who smoke make great athletes and dancers.  | <b>True</b> | <b>False</b> |
| 10. Smoking makes you look more grown up.   | <b>True</b> | <b>False</b> |

**Answers to Survey.**

Numbers 1-8 are all true. The fact sheets all agree on these findings. Many statistics are even larger than 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?

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.

<b>Tobacco Costs</b>	<b>Per Day</b>	<b>Per Week</b>	<b>Per month</b>	<b>Per Year</b>
<b>Cost Per Cigarette</b>				
Health Costs				
Monetary Costs				
<b>Cost Per Pack</b>				
Health Costs				
Monetary Costs				
<b>Cost Per Carton</b>				
Health Costs				
Monetary Costs				
<b>Healthy Habit Costs</b> <b>#1</b> _____				
Health Costs				
Monetary Costs				
<b>Cost Healthy Habit</b> <b>#2</b> _____				
Health Costs				
Monetary Costs				

**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



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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (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 coping 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.

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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:
<ol style="list-style-type: none"> <li>1. Counselor hands out the “I-Statement” form to each student, discussing each part.</li> <li>2. Counselor discusses things to avoid when making “I-Statement”</li> <li>3. Counselor gives students time to fill in the I-statement worksheet.</li> <li>4. Counselor has students share their I-statements.</li> <li>5. Counselor has students brainstorm scenarios and then come up with I-statements that can be used in those situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students participate in the discussion.</li> <li>2. Students discuss what I-statements look like and how they are used.</li> <li>3. Students practice writing sample I-statements.</li> <li>4. Students share their examples.</li> <li>5. Students brainstorm scenarios and then share I-statements that can be used in each situation.</li> </ol>

## 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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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)

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. Coping 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 Coping 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 Coping Out worksheet) and present to the class.
4. Counselor lists suggestions on the chart	4. Students meet and present.

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:

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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:

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3. A close relative is ill and dies.

Coping vs. Copping out solution:

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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:

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5. Your teacher has a long-term illness. The class is in chaos.

Coping vs. Copping out solution:

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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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<b>Unit #1 Title:</b> Planning for Educational Achievement	<b>Grade Level:</b> K
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 20-30 minutes	
<b>Lesson Titles:</b>	
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:	
Chalkboard, dry erase board or chart paper and proper writing utensils.	
Blank paper folded in half and drawing materials (i.e., crayons, markers).	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.4: Applying Skills Needed for Educational Achievement	
<b>Grade Level Expectation(s):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

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):**

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

Students will identify necessary work habits needed for accomplishing a daily plan.  
 Students will model 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.

**Unit Goals:**

Identify the daily plan for the classroom.  
 Identify work habits to be successful.

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

Vocabulary: plan, work habits

**Unit #1 Title:** Planning for Educational Assessment

**Lesson Title:** Stick With The Plan, Man!

**Lesson:** 1 of 2

**Grade Level:** K

**Length of Lesson:** 20-30 minutes

**Missouri Comprehensive Guidance Standard:**

AD.4: Applying Skills Needed For Educational Achievement

**Grade Level Expectation (GLE):**

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 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)**

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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):

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

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

Students will model specific work habits needed for staying on a daily plan.

Have students discuss their daily schedule.

Ask students why it is important to have time routine on school nights.

Follow up with the next lesson where students plan a classroom party.

### Lesson Preparation

#### Essential Questions:

Why is it important to have a daily plan?

What would happen if there weren't a time for breakfast, a time for lunch, and a time for dinner?

What would happen if you play all day?

What do students need to do to stay on the daily plan?

#### Engagement (Hook):

Counselor plans the following ahead of time with one or two other staff members:

Counselor and other staff 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 time it is ensues. Counselor remains and begins the discussion using the first essential question.

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:	Student Involvement:
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 about their bedtime schedule.	2. Students share their home schedules with the class.
3. What do students need to do to help our class keep our daily plan? As students give	3. Students offer answers (e.g. listen, hands/feet still, eyes on teacher, work

<p>answers, counselor writes each suggestion in a block on the poster board, until all blocks are filled.</p> <p>4. Putting the poster on the floor, the counselor tosses a beanbag (or other soft item) on each block, randomly.</p> <p>5. Counselor asks several students to “show us” what that skill/behavior looks like, making sure that every student is included in modeling.</p> <p>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 something to that effect).</p>	<p>together cooperatively, quiet/silent voices, follow directions).</p> <p>4. Students listen and watch.</p> <p>5. Selected students model the behaviors/skills, while others watch. (Make sure that all students have a chance to model.)</p> <p>6. Students respond.</p>
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#### **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)**

**Unit #1 Title:** Planning for Educational Achievement**Lesson Title:** Our Classroom Party**Lesson:** 2 of 2**Grade Level:** K**Length of Lesson:** 20-30 minutes**Missouri Comprehensive Guidance Standard:**

AD.4: Applying Skills Needed For Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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)**

Chalkboard, dry erase board or chart paper 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 Assessment (acceptable evidence):**

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

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

Students work as a team member.

Students will identify what is needed for their party.

Students will decide what their classroom party schedule should be taking into account their lunch, specials, and recess times.

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

What do you need to know in order to plan your party?

Why is it important to plan your party in advance?

**Engagement (Hook):**

Counselor comes in and asks the students to raise their hands if they would like to have a party.

Raise your hand if you would like to help plan the party.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Counselor walks in the classroom and says, "Please raise your hand if you would you like to have a party."	1. All the students in the class raise their hand.
2. Counselor says, "Now, raise your hand if you would you like to help plan the party."	2. Hopefully, all the students in the class raise their hand.
3. Counselor asks, "What do you we need to think about for the party?"	3. Students will give their input (probably like food, movie, etc.)
4. Counselor says, "most of you forgot to think about the time and how our classroom schedule affects the time we can have the party."	4. Students are thinking about what the counselor is saying.
5. Counselor then asks the students, "When	5. Students respond by giving the time of day

do you have specials, lunch, and recess?	that they have these three activities during the school day.
6. Counselor then reminds student how important it is to schedule a classroom party around these activities because we don't want to interfere with other people's schedules.	6. Students listen to the counselor.
7. Counselor asks, "Based on your classroom schedule, would it be better to have the party in the morning or the afternoon?"	7. Students hopefully take into account their classroom schedule that was just discussed in order to pick the right time for their party.
8. Counselor then asks, "What behaviors do you need to show in order to participate in the party?"	8. Students respond with comments like respectful, responsible, (i.e. displaying the core virtues).
9. Counselor tells students that they can now make party invitations for their next classroom party (i.e. Halloween, Thanksgiving, Christmas, Birthdays).	9. Students make party invitations to remind themselves of their next classroom party.
10. 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.	10. 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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<b>Unit #1 Title:</b> Study and Work for Success	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30-35 minutes	
<b>Lesson Titles:</b>	
Lesson # 1: Complete or Incomplete? That is the Question!	
Materials and Preparation Suggestions:	
2 puppets (optional)	
2 different blank worksheets obtained from classroom teacher	
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 for each student.	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.4: Applying Skills Needed for Educational Achievement	
<b>Grade Level Expectation(s):</b>	
AD.1.A.01.a.i: Identify and practice the steps for completing classroom assignments and activities.	
AD.1.B.01.a.i: Develop and practice work habits necessary for school success.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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 tasks. 4. Recognize and practice honesty and integrity in academic work and in the workplace.



**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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 2 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 second blank worksheet, counselor should make 4-5 copies, and make each one different, yet still exhibiting poor completion/work habits. These will be used for group work in the activity.

**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.

**This lesson supports the development of skills in the following academic content areas.**  
**Academic Content Area(s)**                      **Specific Skill(s) (from either the appropriate GLEs or the ShowMe Content Standards)**

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 Assessment (acceptable evidence):**

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

Students will work in small groups to determine factors that contribute to a well-done assignment. Each group will report their findings to the rest of the class.

Students will put their learning into practice on subsequent assignments, and then rate their skills in the "FLY to Success" in lesson 2.

**Lesson Preparation**

**Essential Questions:**

What does a complete assignment look like?

What kinds of work habits help a person to be successful in school?

**Engagement (Hook):**

Option One: 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 why one is better/more appropriate than the other.

Option Two: Counselor can bring in two mock assignments: one that is neat, complete and follows directions; the second one would be crumpled, no name, missing answers, etc.

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Ahead of time, counselor should consult with the teacher to find out the specifics of what s/he requires as components for a well-done assignment (e.g. name at top, date, neat, follows directions, all questions answered, etc.)	1. N/A
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 complete, well done assignment on a board or easel.	3. N/A
4. What work habits help in making sure that work is complete and well done? Give me a thumbs up/thumbs down if you think the following work habits would be helpful or not in completing work well? (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 a thumbs up/thumbs down.
5. Divide students into 4-5 groups, giving each group one of the poorly done 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.

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

**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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 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 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) (from either the appropriate GLEs or the ShowMe Content Standards)**

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 Assessment (acceptable evidence):

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

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

Students will be asked how they will improve their skills.

Students will explain how they can do better at following directions.

Students will identify what they need to listen for.

Students will be able to determine 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 get along with others?

#### Engagement (Hook):

Bring in three paper airplanes numbered 1, 2, 3. Counselor will ask which student has paper airplane #1 then say that it stands for following directions. Counselor will ask which student has paper airplane #2 and say that it stands for listening. Counselor will ask which student has paper airplane #3 and say that it stands for you getting along with others.

### Procedures

1. Counselor comes in and soars the three paper airplanes in the air.	1. Three students will catch the paper airplanes.
2. Counselor will ask the students which one got the airplane with the #1.	2. Student with plane #1 will raise her/his hand.
3. Counselor will read what skill plane #1 stands for and write it on the board.	3. Students will observe the counselor writing the word on the board.
4. Counselor will ask the students which one got the airplane with the #2.	4. Student with plane #2 will raise her/his hand.



<p>5. Counselor will read what skill plane #2 stands for and write it on the board.</p> <p>6. Counselor will ask the students which one got the airplane with the #3.</p> <p>7. Counselor will read what skill plane #3 stands for and write it on the board.</p> <p>8. Counselor will ask the student what the first letter from each of the three skills spells.</p> <p>9. Counselor hands out the Handout of the FLY airplane and explain it to the students.</p> <p>10. Counselor will ask the students to honestly rate themselves in each of these areas.</p> <p>11. Counselor will let the students know that if they rated themselves a 1 on any of the areas that is an area that they need to work on.</p>	<p>5. Students will observe the counselor writing the word on the board.</p> <p>6. Student with plane #3 will raise her/his hand.</p> <p>7. Students will observe the counselor writing on the board.</p> <p>8. Students will respond by saying, “fly”.</p> <p>9. Students will receive the FLY handout.</p> <p>10. Students will complete the FLY handout individually.</p> <p>11. Students will reflect on their ratings and develop a self-development plan.</p>
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## 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)**

# FLY

Rate Yourself on the FLY Skills

1 = Poor    2 = So So    3 = Good



<b>Unit #1 Title:</b> Becoming a Self Starter	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Lesson Titles:</b>	
Lesson # 1: <u>I</u> 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	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.4: Applying Skills Needed for Educational Achievement	
<b>Grade Level Expectation(s):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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):**

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

**Unit Goals:**

Demonstrate abilities to complete classroom tasks independently.  
Evaluate individual work habits and develop a “strengthening Plan.”

**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.

Able 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.

**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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 Assessment (acceptable evidence):

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

Students will be able to identify effective work habits.

Students will choose 2 work habits that they personally want to practice for a week. Each day they will self-assess their level of success. Counselor will collect those sheets for review.

### Lesson Preparation

#### Essential Questions:

What kinds of work/study habits are most helpful to the individual person to use in many settings?

#### Engagement (Hook):

Counselor reads *The Not-So Independent Working Classroom*. (check for understanding of the word "independent")

### Procedures

<b>Instructor Procedures:</b> <ol style="list-style-type: none"> <li>1. Counselor hands out <i>The Not-So Independent Working Classroom</i> story to each student.</li> <li>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.</li> <li>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.</li> <li>4. The counselor will ask the class: "What habits might get in the way of working</li> </ol>	<b>Student Involvement:</b> <ol style="list-style-type: none"> <li>1. Students receive the handout and quietly look over it.</li> <li>2. Students will respond "Not I" and "I will try" as the counselor reads the story.</li> <li>3. N/A</li> <li>4. Students generate answers (e.g., interrupting others, talking loudly, giving up</li> </ol>
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<p>independently?” Circle those words in the story.</p> <p>5. “Now, looking back to the story, what are some habits that help people work well independently?” Underline those habits in the story.</p> <p>6. Counselor gives each student a blank, “<i>Independent Working Skills Progress Report</i>” chart. Counselor instructs the students to fill out the top row with 2 work habits that they plan to practice this week. Each day, each student is to 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.</p> <p>7. In closing the counselor says, “WHO WILL BE ABLE TO COMPLETE THE CHART THIS WEEK?” (If the students don’t “get it,” ask if there are any “Angry Als” or “Independent Irenes” in the class. Students are encouraged to make up their own positive work habit names. The names will be shared in the next lesson.</p>	<p>when task is difficult). Find the habits in the story that are not helpful. Students circle those words (e.g. talkative, interrupting).</p> <p>5. Students underline the helpful habits in the story.</p> <p>6. Students fill in chosen work habits during the week to practice.</p> <p>7. “I WILL DO IT!”</p>
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### 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.)

### The Not-So Independently Working Classroom

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!"



NAME \_\_\_\_\_

## INDEPENDENT WORKING HABITS PROGRESS REPORT

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

**Total # of faces =** \_\_\_\_\_

**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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	

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	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 Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will be able to identify effective work habits.

Students will review their progress report on the 2 work habits that they practiced during the past week. Counselor will collect the charts and review student's self-reported progress.

### Lesson Preparation

#### Essential Questions:

What happens when students don't have good work habits?

#### Engagement (Hook):

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

### Procedures

#### Instructor Procedures:

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.")
2. The counselor asks students to get out their completed work habits progress report and discuss their progress since the previous week.
3. In closing the counselor says, "WHO WAS ABLE TO COMPLETE THEIR POSITIVE WORK HABIT SHEET THIS WEEK?" The Work Habit Names will be shared during the next lesson.

#### Student Involvement:

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. Students share their self-assessment of how well they felt they practiced the selected skills throughout the week.
3. Students respond, "I DID IT!"

**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:
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		

**Total # of faces** = \_\_\_\_\_

***My Positive Work Habit Name:***

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**My picture...**

<b>Unit #1 Title:</b> That's How You Do It!	<b>Grade Level:</b> 3
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30-35 minutes each	
<b>Lesson Titles:</b>	
Lesson # 1: Help Is On The Way!	
Materials/Special Preparations Required:	
Study skills inventory (provided)	
BINGO sheet (provided)	
Lesson # 2: BINGO!	
Materials/Special Preparations Required:	
Study skills inventory (provided)	
BINGO sheet (provided)	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.4: Applying Skills Needed for Educational Achievement	
<b>Grade Level Expectation(s):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

Students will explain and self-assess their ability in study skills, test taking strategies, and basic time management and organizational skills.

**Brief Summary of Unit:**

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

**Unit Goals:**

Identify study skills and test taking strategies, basic time management and organizational skills.

**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.



**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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 Study Skills Inventory

Attached blank 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students complete an inventory that self-assesses their ability in study skills, test taking strategies, and basic time management and organizational skills.

**Lesson Preparation**

**Essential Questions:**

What are examples of study skills/test taking strategies/time management/organizational skills, and why is it important for people to practice those?

**Engagement (Hook):**

Students will be given the study skills inventory and a blank BINGO sheet. Each student will complete his/her inventory.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Counselor distributes the inventory and BINGO sheet to every student.</li> <li>2. Counselor reads the Study/Test Taking Habits Inventory as students follows along and responds to each item.</li> <li>3. Counselor explains 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.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students get out a pencil, write their name on their sheets and read over the inventory while waiting.</li> <li>2. Students put an X in the space that best describes their knowledge/use of the skill. Students also join in the discussion.</li> <li>3. Students write key words on the BINGO sheet in any spot that they wish.</li> </ol>
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4. Counselor collects both sheets. The inventory can be shared with teachers or can be kept for comparison for a lesson in grade	4. N/A
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. N/A

**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 <u>listener</u> and class participant.			
2. I make sure I have enough <u>energy</u> .			
3. I keep an <u>assignment notebook</u> for homework.			
4. I choose a <u>regular time to study</u> .			
5. I have the <u>materials</u> I need before I start.			
6. I <u>prepare for a test</u> at least a few days before I take it.			
7. I <u>find a place</u> with good lighting, a desk and a chair.			
8. I work with <u>no interruptions</u> .			
9. I <u>work steadily</u> without daydreaming.			
10. I <u>take</u> necessary <u>breaks</u> .			
11. I get a <u>good night's rest</u> before a test.			
12. I <u>start</u> my <u>assignments quickly</u> .			
13. I complete and hand in my <u>assignments on time</u> .			
14. I keep a <u>dictionary available</u> .			
15. I <u>check</u> over papers or tests <u>for errors</u> .			
16. I <u>eat a good breakfast</u> on test day.			
17. I <u>read</u> through a <u>chapter</u> of a book and then <u>skim for facts</u> afterwards.			
18. I <u>reward</u> myself after studying.			
19. I <u>take notes</u> .			
20. I <u>listen to the directions</u> .			
21. I <u>ask</u> the teacher <u>for help</u> if I need it.			
22. I do the easiest ones first so I will have <u>more time</u> to spend <u>on the harder ones</u> .			
23. I <u>write neatly and accurately</u> .			
24. I <u>check over my work</u> .			

STUDY/TEST TAKING BINGO

NAME:

		Free Space		

**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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)**

Previously handed out BINGO sheet returned to the student. If student was absent, the counselor can use the attached already created BINGO sheet.

Counselor should have individual papers for each of the key words that s/he can pull out of an appropriate container.

Pencils or markers for each student.

Optional: small reward (i.e. like candy) 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 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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

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

**Lesson Preparation**

**Essential Questions:**

What are examples of study skills/test taking strategies/time management/organizational skills, and why is it important for people to practice those?

**Engagement (Hook):**

Students will play study skills/test taking BINGO. Each student's card will be one that s/he designed in the previous lesson.

**Procedures**

<b>Instructor Procedures:</b> 1. Counselor distributes each student's BINGO Card. (If student was absent during the last lesson, student will get a counselor prepared BINGO Card.)  2. Counselor briefly reviews how to play BINGO. "Today's game is based on the study skills/test taking strategies reviewed in	<b>Student Involvement:</b> 1. Students should get out a pencil, and may read over the sheet while waiting.  2. N/A
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<p>our previous lesson.”</p> <ol style="list-style-type: none"> <li>3. Counselor explains that, as each skill is called, the students should mark where they have the key word on their BINGO sheet.</li> <li>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.</li> <li>5. Counselor tells students that, by using these skills consistently, they will all be winners in school.</li> </ol> <p>(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.)</p> <p>(ANOTHER OPTION: Students can circle the skill they either need to work on most, or found most helpful, etc.)</p>	<ol style="list-style-type: none"> <li>3. Students mark an X when the key words are called.</li> <li>4. Students provide responses</li> <li>5. N/A</li> </ol>
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## 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:**

<b>Active Listener</b>	<b>Take Notes</b>	<b>Time to Study</b>	<b>Listen to Directions</b>	<b>Assignment Notebook</b>
<b>Read the Chapter</b>	<b>Reward myself</b>	<b>Skim for Facts</b>	<b>Energy</b>	<b>Get Rest</b>
<b>Find a Place</b>	<b>Prepare for Test</b>	<b>Free Space</b>	<b>Have the Materials</b>	<b>Work with NO Interruptions</b>
<b>Check for Errors</b>	<b>Eat a Good Breakfast</b>	<b>Work Steadily</b>	<b>Ask for Help</b>	<b>Take Breaks</b>
<b>Write Neatly &amp; Accurately</b>	<b>Keep a Dictionary</b>	<b>Complete Assignments on Time</b>	<b>Do Easiest First</b>	<b>Start Assignments Quickly</b>

**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 template (provided)

Betty's Busy Week Activity Sheet (provided)

Lesson # 2: Time Is On My Side! AGAIN!

Materials and Preparation Suggestions:

Weekly self management template (provided)

Case study Frantic Fred (provided)

Lesson # 3: It's Time for Test Skills Rock!

Materials and Preparation Suggestions:

"Testing Skills Rock" song (provided)

Tips/Pointers sheet (provided)

Self-assessment (provided)

**Missouri Comprehensive Guidance Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation(s):**

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.

**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 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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

Students will work in small groups to develop a weekly self-management schedule based on a case study.  
Students will be able to identify positive 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.

**Unit Goals:**

Utilize skills to develop weekly self-management schedules.  
Identify 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)

Formatted

**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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)**

Overhead template or Paper template of a weekly self management schedule--attached  
“Betty’s Busy Week” Activity Sheet--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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

Students will work in small groups to develop a weekly self-management schedule based on Frantic Fred case study.

**Lesson Preparation**

**Essential Questions:**

How are your current study skills/test taking strategies/self management/organizational techniques working for you?  
 How can one improve in the use of these skills?

**Engagement (Hook):**

Counselor posts a large daily/weekly schedule on the board/easel/overhead. Each student is given a copy of Betty's Busy Week. Together, the class and the counselor create a weekly schedule for Betty.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Counselor asks students to give examples of effective study/test taking skills (for review).</li> <li>2. Counselor introduces the concept of self management:                         <ol style="list-style-type: none"> <li>a. Scheduled tasks/activities that we have to do (e.g. get out of bed, eat, go to school).</li> <li>b. Unscheduled tasks/activities that we have to do (play, watch TV, go to the park)</li> </ol> </li> </ol>		<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students offer responses.</li> <li>2. Students listen.</li> </ol>
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<p>c. Tasks/activities that we want to do</p> <p>“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 a workable plan for Busy Betty.”</p> <p>3. Each student is given a copy of Betty’s Busy Week. Counselor asks students to:</p> <p>a) Circle the tasks/activities that are scheduled that Betty must do</p> <p>b) Draw a box around the tasks/activities that are unscheduled that Betty must do</p> <p>c) Put an X in front of those tasks/activities that Betty wants to do</p> <p>4. With students’ help, the counselor fills out the weekly schedule for Betty.</p> <p>5. As a closing, have student volunteers to tell one thing they learned from this lesson.</p> <p>6. 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.</p>	<p>3. Students follow directions given, and check their work with a partner.</p> <p>4. Students offer suggestions for task placement in Busy Betty’s schedule.</p> <p>5. As individuals respond, the other students can do a thumbs up if that is also something new that they learned from the lesson.</p>
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## Teacher Follow-Up Activities

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

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

## BUSY BETTY'S WEEK

Betty is VERY busy (just like YOU)! She is a 4<sup>th</sup> 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

Seeing a new movie (comes out on Monday; shows from 5-7 p.m.)

### Additional Information about Betty:

School is from 8 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!



TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRI DAY	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.							



**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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)**

Overhead template or Paper template of a weekly self management schedule—attached

Frantic Fred Case Study for group use—attached

Blank time schedule for each group—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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

Students will work in small groups to develop a weekly time management schedule based on a case study.

**Lesson Preparation**

**Essential Questions:**

How are your current study skills/test taking strategies/self management/organizational techniques working for you?

How can one improve in the use of these skills?

**Engagement (Hook):**

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

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Following the hook the counselor asks students to describe the work done for Busy Betty.	1. Students listen.
2. Counselor reviews the elements of planning and self 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	2. Students listen.

<p>“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.”</p> <p>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:</p> <ul style="list-style-type: none"> <li>a. Tasks/activities that are scheduled that Fred must do (blue)</li> <li>b. Tasks/activities that are unscheduled that Fred must do (red)</li> <li>c. Tasks/activities that Fred wants to do (green)</li> </ul> <p>4. Counselor assists groups as needed.</p> <p>5. After 15 minutes, bring the groups together to discuss results. Counselor makes a “master schedule” for Fred.</p> <p>6. As a closing, have student volunteers tell one thing that they learned from this lesson.</p>	<p>3. Students follow directions given, and work with their group.</p> <p>4. Students complete task in groups.</p> <p>5. Groups explain their schedules for Fred.</p> <p>6. Students offer suggestions, with others giving thumbs up if they also learned the lessons cited.</p>
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### Teacher Follow-Up Activities

Teacher encourages/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)

## **CASE STUDY**

### **FRANTIC FRED'S WEEK**

Fred is frantic because he has so much to do! He is a 4<sup>th</sup> 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 from 4-5 p.m.)

Games (Saturday from 9-10 a.m. and 1-2 p.m.)

4-H meeting (Monday from 7-8:30 p.m.)

Math Test (Thursday)

Church School (Wednesday from 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 Game Cube before he sees his cousin on Sunday

**Additional Information about Fred:**

School is from 8 until 3 p.m.

He must be at the bus stop at 7:00 a.m.

Bedtime is 9 p.m.

His mom insists that the family always eat dinner together.

TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRI DAY	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.							

**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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 Strategies Inventory”

“Testing Skills Rock” Song Sheet

Tips and Pointers for Taking Tests 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 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
Students will take an inventory to assess their ability to utilize study and test taking skills.

**Lesson Preparation**

**Essential Questions:** Who's in control of your success?  
How are your current study skills/test taking strategies/time management/organizational techniques working for you?  
How can one improve in the use of these skills for test taking?

**Engagement (Hook):**

Counselor and class sing "Testing Skills Rock."

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Counselor comes into the classroom humming the tune of "Jingle Bell Rock". Counselor hands out the "Testing Skills Rock" song sheet. Counselor and students sing "Testing Skills Rock".</li> <li>2. Counselor asks the students to identify test-taking skills mentioned in the song.</li> <li>3. Counselor hands out "Tips and Pointers for Taking Tests". The counselor pairs students up to discuss why these tips are important (5 minutes).</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students receive the "Testing Skills Rock" song and start singing it.</li> <li>2. Students identify and underline the test taking skills mentioned in the song.</li> <li>3. Students discuss with their partner why these tips are important. Students will share their thoughts with the group.</li> </ol>
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<p>4. Counselor reminds students that in previous lessons they reviewed/learned tips for studying, self-management and organization. Now it's time for them to think about their own skills in these areas, and indicate their ability level.</p> <p>5. Counselor distributes the "Study/Test Taking Strategies Inventory" and students self-assess their usage of the strategies. Collect the completed inventories and after a "quick check" of each student's self-assessment, file student's Portfolio. (Optional: Counselor tells students that these will be revisited in grade 5 for comparison and assessment of growth)</p>	<p>4. Students listen.</p> <p>5. Students complete the self-assessment and write a "to do" list on the backside of the inventory sheet for skills to be further developed. Some students will share their "to do" list with the class.</p>
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## 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!**

(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

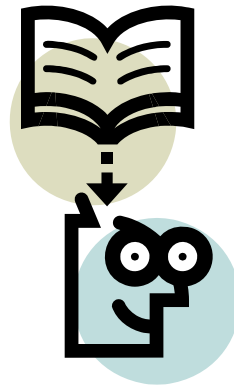
These are ways to cure test blues.

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!



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!			

## **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.



<b>Unit #1 Title:</b> Successful Students!	<b>Grade Level:</b> 5
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30-40 minutes each	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.4: Applying Skills Needed for Educational Achievement	
<b>Grade Level Expectation(s):</b>	
AD.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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

Students will self-assess their current abilities in study and test taking strategies via a written self-assessment.  
Students 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 year's assessment.

**Unit Goals:**

Evaluate study skills and test taking strategies and implement a weekly time management schedule to improve individual academic achievement.

**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

AD.4.A.05.a.i: Demonstrate study skills and test taking strategies to enhance academic achievement.

**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)**

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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

Students will self-assess their ability to utilize study and test taking skills via a written inventory.

**Lesson Preparation**

**Essential Questions:** Who's responsible for your success?  
 How are your current study skills/test taking strategies/time management/organizational techniques working for you?  
 How can one improve in the use of these skills to be a successful student?

**Engagement (Hook):**

How many of you have heard of: Dear Abby, Ann Landers, Dr. Phil, Shalom in the Home?  
 What do all of these people have in common or do in common?

**Procedures**

<b>Instructor Procedures:</b> 1. Counselor lists responses to engagement question from students, leading to the fact that these people all give advice.  2. Counselor divides class into groups of 3 or 4. Each group is given a request for advice letter.  3. Counselor tells the class that each group has two tasks: 1) to come up with helpful	<b>Student Involvement:</b> 1. Students participate by suggesting answers to questions.  2. Students listen/participate.  3. Students work in small groups on assigned tasks. Student groups make presentations.
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study strategies for the letter writer; 2) to come up with a creative way for their group to present 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 6 <sup>th</sup> 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 6 <sup>th</sup> 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	Change?
I am an active listener and class participant.				
I use clues from other questions to help me answer harder questions.				
I keep an assignment notebook for homework.				
I choose a regular time to study.				
I have the materials I need before I start.				
I prepare for a test at least a few days before I take it.				
I review for tests by quizzing myself and asking others to quiz me.				
I do the easiest questions first.				
I work steadily without daydreaming.				
I take necessary breaks.				
I get a good night's rest before a test.				
I start my assignments quickly.				
I complete and hand in my assignments on time.				
I use memory cues to learn facts for a test.				
I check over papers or tests for errors.				
I eat a good breakfast on test day.				
I skim through a chapter of a book before I read and study it.				
I carefully read all of the choices before answering a multiple-choice question.				
I take notes.				
I read all of the directions before starting the test.				
I ask the teacher for help if I don't understand.				
I make sure I answer all parts of every question.				
I write neatly and accurately.				
I always make sure to write my name on my paper first!				

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

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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

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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

---

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

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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

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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

**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 Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

AD.4.B.05.a.i: Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.

**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 life span.

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

Overhead 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.

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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 Assessment (acceptable evidence):**

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

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

**Lesson Preparation**

**Essential Questions:**

Does every successful student use the same self-management style?  
How are your current time management/organizational techniques working for you?  
How can one improve in the use of these skills to be a successful student?

**Engagement (Hook):**

Counselor brings the items listed below 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**

<b>Instructor Procedures:</b> 1. The counselor enters the classroom and asks the students if the counselor can fit all of the items into the glass?  2. Counselor asks the students in what order they think that they can get all of these items to fit into the glass.  3. Counselor asks what do you think the first thing is that you should put in?	<b>Student Involvement:</b> 1. Students offer responses.  2. Two or three students volunteer to respond to this question.  3. Students raise their hands and give their guesses.
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<p>Second thing...</p> <p>Third thing...</p> <p>4. Counselor will put the sand in first, then the corn, and then the rocks.</p> <p>5. Counselor will say that "As you can tell not all of the rocks will fit in and neither will the water."</p> <p>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."</p> <p>7. Counselor will hand out "Your Busy Week" worksheet.</p> <p>8. Counselor reviews the concept of time management.</p> <ol style="list-style-type: none"> <li>Scheduled tasks/activities that we have to do</li> <li>Unscheduled tasks/activities that we have to do</li> <li>Tasks/activities that we want to do</li> </ol> <p>"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."</p> <p>9. Counselor asks students to brainstorm their activities and responsibilities for a typical week and record them on the "Your Busy Week" handout.</p> <p>10. Counselor passes out weekly schedule and helps students fill in their weekly schedule.</p> <p>11. As a closing, have student volunteers tell one thing that they learned from this lesson.</p>	<p>4. Students will observe the counselor putting the different ingredients in.</p> <p>5. N/A</p> <p>6. Students will observe the counselor putting the different ingredients in.</p> <p>7. Students receive the "Your Busy Week" worksheet.</p> <p>8. Students listen.</p> <p>9. Students follow directions given.</p> <p>10. Students fill out the "Your Busy Week" handout. Students receive and complete their weekly schedule.</p> <p>11. As individuals respond, the other students can do thumbs up if that is something new that they learned from the lesson.</p>
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**Teacher Follow-Up Activities**

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

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

## 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.



TIME/DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRI DAY	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.							

<b>Unit #1 Title:</b> Transition into Kindergarten	<b>Grade Level:</b> Kindergarten
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Lesson Titles:</b>	
Lesson # 1: Life Before Kindergarten	
Materials/Special Preparations Required	
3 puppets	
"The Things I learned before Kindergarten at _____." Activity Sheet	
Crayons	
Lesson # 2: Life in Kindergarten	
Materials/Special Preparations Required	
3 puppets	
The things I've learned I need to do in Kindergarten Activity Sheet	
Crayons	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation(s):</b>	
AD.5.A.0K.a.i: Identify how school expectations are different from home, day-care, or pre-school.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.

	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 Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE'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.

**Unit Goals:**

Students will learn the difference between their previous learning experiences and kindergarten experiences to establish understanding of different expectations.

**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

<b>Unit #1 Title:</b> Transitioning to Kindergarten	
<b>Lesson Title:</b> Life Before Kindergarten	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> K	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation (GLE):</b> AD.5.A.0K.a.i: Identify how school expectations are different from home, daycare, or preschool.	
<b>American School Counselor Association National Standard (ASCA):</b> 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. <i>Things I learned before Kindergarten at</i> _____. Students will provide their own coloring materials
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**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

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

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

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

Pictures will include: student engaged in an activity and posted rules.

**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. The counselor will bring students together and sit in a circle. Introduce 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?</li> <li>2. Counselor will ask students to respond to the following: <ol style="list-style-type: none"> <li>a. Stand up if you went to preschool. Then instruct students to sit down.</li> <li>b. Stand up if you went to daycare. Then</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be sitting in a circle watching the counselor with the puppets. Four students will participate as puppeteers.</li> <li>2. Students stand up based on their previous learning experiences. After each request students will sit down.</li> </ol>

<p>instruct students to sit down.</p> <p>c. Stand up if you stayed at home with a parent. Then instruct students to sit down.</p> <p>d. Stand up if you went to a babysitter. Then instruct students to sit down.</p> <p>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).</p> <p>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.</p>	<p>3. Students will draw pictures of two things they did or two expectations during their previous learning situation.</p> <p>4. Students will complete their drawings and turn it in to the counselor.</p>
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## 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 \_\_\_\_\_.


<b>Unit #1 Title:</b> Transitioning to Kindergarten	
<b>Lesson Title:</b> Life in Kindergarten	<b>Lesson:</b> 2 of 2
<b>Grade Level:</b> K	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation (GLE):</b> AD.5.A.0K.a.i: Identify how school expectations are different from home, daycare, or preschool.	
<b>American School Counselor Association National Standard (ASCA):</b> 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 <i>"The things I've learned in Kindergarten To Be Successful"</i> Activity Sheet. Students will provide their own coloring materials
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**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



		health
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE'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:	Student Involvement:
1. Counselor will review the information discussed in the last lesson. The counselor passes out <i>"The Things I've learned I need to do in Kindergarten"</i> 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. Students will share their pictures and compare the difference between their previous learning experience and their Kindergarten experience.	2. Students will share their pictures and compare the differences in their prior learning experiences and what is expected.
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)**

## **The things I've learned in Kindergarten To Be Successful...**


<b>Unit #1 Title:</b> What do First Graders Look and Act Like?	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Beginning of the school year	
<b>Lesson Titles:</b>	
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	
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>I am a First Grader</i> "	
Students provide their own crayons and pencils	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation(s):</b>	
AD.5.A.01.a.i: Identify increased school expectations.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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 Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will be able write or copy information.

**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.

**Unit Goals:**

Students will learn the skills and behaviors that they will need to be successful in first grade.

**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

**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 Expectation (GLE):**

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)**

Bulletin board paper

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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Fine Arts	
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### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

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

Students will generate ideas of the things that a 1<sup>st</sup> Grade student thinks, does and feels based on a model on bulletin board paper.

### Lesson Preparation

#### Essential Questions:

Is there a difference in school expectations from Kindergarten to 1<sup>st</sup> grade?

#### Engagement (Hook):

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

### Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>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.</li> <li>2. Counselor will ask students the following: <ol style="list-style-type: none"> <li>a. What does a 1<sup>st</sup> Grader think about friends, schoolwork, play?</li> <li>b. What does a 1<sup>st</sup> Grader do with friends, schoolwork, play?</li> <li>c. What does a 1<sup>st</sup> Grader feel about friends, schoolwork, play?</li> </ol> Counselor will write the responses from the students in marker on the paper silhouette. </li> <li>3. Counselor will look at the completed body and discuss the ideas that were generated.</li> <li>4. The counselor will pass the puppet around the circle and have the students share one thing they like about being a first grader.</li> </ol>	<ol style="list-style-type: none"> <li>1. One student will need to lie on the paper so that the counselor can trace the student.</li> <li>2. Students will raise their hands and share their responses.</li> <li>3. Students will participate in discussion.</li> <li>4. Student will share their individual ideas about 1<sup>st</sup> grade.</li> </ol>

Created by: L. Lueckenhoff, D. Logan-Parr, J. Krickbaum

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.
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## 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 Expectation (GLE):**

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)**

Bulletin board paper

Puppet

Markers

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

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	Fine Arts	
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### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

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

Students will be able to write or copy on their individual silhouettes things that a 1<sup>st</sup> Grade student thinks, does and feels based on the large model or on their own ideas.

### Lesson Preparation

#### Essential Questions:

Is there a difference in school expectations from Kindergarten to 1<sup>st</sup> 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:	Student Involvement:
1. The counselor will review the information on the body profile.	1. The 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 cop of the Activity Sheet " <i>I am a First Grader</i> ". He or she will instruct the students to write things they do, things they think and things they feel as a 1 <sup>st</sup> Grade student. Students may use information from the big body or generate their own ideas. Students may color in the student profile.	3. Students will complete the activity sheet.
4. Students will sit in the sharing circle and share one idea from their activity sheet and share their picture.	4. Students will share their ideas and picture.
5. The counselor collects the pictures to share	5. Students turn in their pictures so the

with the classroom teacher.

counselor can share the information with the teacher.

6. Pictures are returned to students.

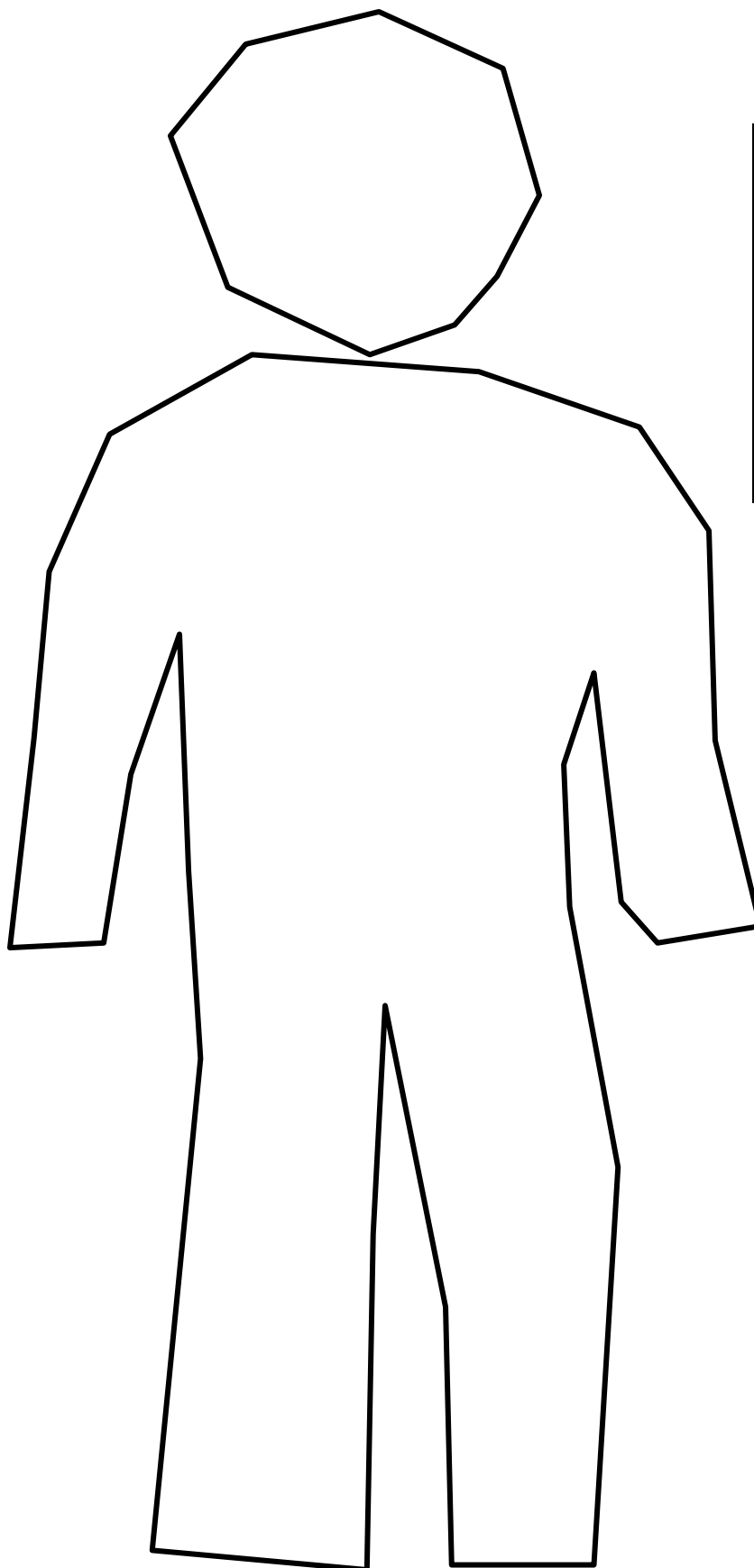
6. Students file their drawings in a “safe place.”

## Teacher Follow-Up Activities

The teacher reviews the pictures that the students have drawn and the gives them back to the students to take home.

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

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***“I am a  
First  
Grader”***

*I think...*

*I do....*

*I feel...*

<b>Unit #1 Title:</b> Great Expectations!	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> 1 <sup>st</sup> Quarter	
<b>Lesson Titles:</b>	
Lesson #1: 2 <sup>nd</sup> Grade Great Expectations	
Materials/Special Preparations Required	
2 <sup>nd</sup> 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 2 <sup>nd</sup> Grader	
Materials/Special Preparations Required	
Paper, pencils, and crayons for each student.	
Chart paper and markers	
Student Activity Sheet " <i>I'm Proud To Be a 2<sup>nd</sup> Grader</i> "	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation(s):</b>	
AD.5.A.02.a.i: Develop strategies to meet increased school expectations.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

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

Students will write sentences and draw pictures of "things" which are expected of students in second grade.

**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 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.

**Unit Goals:**

Students will be able to identify the expectations for second grade.

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

Identify increased school expectations.

Vocabulary: compare, behavior

**Unit #1 Title:** Great Expectations!

**Lesson Title:** 2<sup>nd</sup> 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 Expectation (GLE):**

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)**

2<sup>nd</sup> 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) (from either the appropriate GLEs or the Show Me Content Standards)**

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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	

### Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will be able chart expectations of second grade students.

### Lesson Preparation

**Essential Questions:** How do school expectations in 2<sup>nd</sup> Grade differ from 1<sup>st</sup> Grade? What strategies do successful students use? Why are these important?

### Engagement (Hook):

How many of you like to play games? Today we are going to play the “2<sup>nd</sup> Grade Expectation” Game. What is important to you play a game with others as a 2<sup>nd</sup> grader (e.g. respectful, responsible behavior, play fair)

### Procedures

<b>Instructor Procedures:</b> 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 “2 <sup>nd</sup> Grade Expectations ...” Game. 2. Before the game starts, the counselor will draw the following graphic organized chart. On the chart paper they will write in the middle “2 <sup>nd</sup> Grade Expectations”. Divide the lists into 2 sides (appropriate behavior and inappropriate behavior).	<b>Student Involvement:</b> 1. Students sit in circle and participate in the game when selected. 2. Students will review the use of the graphic organizer illustration.
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2 <sup>nd</sup> 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 2 <sup>nd</sup> 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 2 <sup>nd</sup> 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 2 <sup>nd</sup> 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 2<sup>nd</sup> Grade students.

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

“2<sup>nd</sup> 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

**Unit #1 Title:** Great Expectations!

**Lesson Title:** I am Proud To Be 2<sup>nd</sup> 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 Expectation (GLE):**

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 2<sup>nd</sup> 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will write a brief paragraph and draw pictures of what is expected of them in 2<sup>nd</sup> 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?

**Engagement (Hook):**

Post the chart used during the last lesson. Review the chart of 2<sup>nd</sup> grade expectations with students.

## Procedures

Instructor Procedures:	Student Involvement:				
<p>1. Review chart below.  <u>2<sup>nd</sup> Grade Expectations</u></p> <table border="1" data-bbox="181 415 789 569"> <tr> <td data-bbox="181 415 451 569">Appropriate Behavior</td><td data-bbox="451 415 789 569">Inappropriate Behavior</td></tr> <tr> <td colspan="2" data-bbox="181 569 451 1394" rowspan="5"> <p>2. After reviewing the chart the counselor will hand out the student activity sheet, <i>"I'm Proud To Be a 2<sup>nd</sup> Grader"</i>. 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 2<sup>nd</sup> grader.</p> <p>3. The counselors will divide the students into small groups of three or four students. The counselor will review the group rules.</p> <ul style="list-style-type: none"> <li>a. Take turns</li> <li>b. Share ideas responsibly.</li> <li>c. Listen respectfully to others ideas.</li> </ul> <p>4. The counselor asks each group to share some of the ideas discussed in the small groups <i>I Am Proud To Be a 2<sup>nd</sup> Grader</i>.</p> <p>5. The counselor will collect the sheets and share them with the classroom teacher.</p> </td></tr> <tr></tr> <tr></tr> <tr></tr> <tr></tr> </table>	Appropriate Behavior	Inappropriate Behavior	<p>2. After reviewing the chart the counselor will hand out the student activity sheet, <i>"I'm Proud To Be a 2<sup>nd</sup> Grader"</i>. 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 2<sup>nd</sup> grader.</p> <p>3. The counselors will divide the students into small groups of three or four students. The counselor will review the group rules.</p> <ul style="list-style-type: none"> <li>a. Take turns</li> <li>b. Share ideas responsibly.</li> <li>c. Listen respectfully to others ideas.</li> </ul> <p>4. The counselor asks each group to share some of the ideas discussed in the small groups <i>I Am Proud To Be a 2<sup>nd</sup> Grader</i>.</p> <p>5. The counselor will collect the sheets and share them with the classroom teacher.</p>		<p>1. Students will review the illustration.</p> <p>2. Students will complete the activity sheet.</p> <p>3. Students will divide into small groups and discuss ideas (following the group rules) about ways to demonstrate 2<sup>nd</sup> grade pride.</p> <p>4. Students share ideas with the class.</p> <p>5. The students turn in their activity sheets to the counselor.</p>
Appropriate Behavior	Inappropriate Behavior				
<p>2. After reviewing the chart the counselor will hand out the student activity sheet, <i>"I'm Proud To Be a 2<sup>nd</sup> Grader"</i>. 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 2<sup>nd</sup> grader.</p> <p>3. The counselors will divide the students into small groups of three or four students. The counselor will review the group rules.</p> <ul style="list-style-type: none"> <li>a. Take turns</li> <li>b. Share ideas responsibly.</li> <li>c. Listen respectfully to others ideas.</li> </ul> <p>4. The counselor asks each group to share some of the ideas discussed in the small groups <i>I Am Proud To Be a 2<sup>nd</sup> Grader</i>.</p> <p>5. The counselor will collect the sheets and share them with the classroom teacher.</p>					

## Teacher Follow-Up Activities

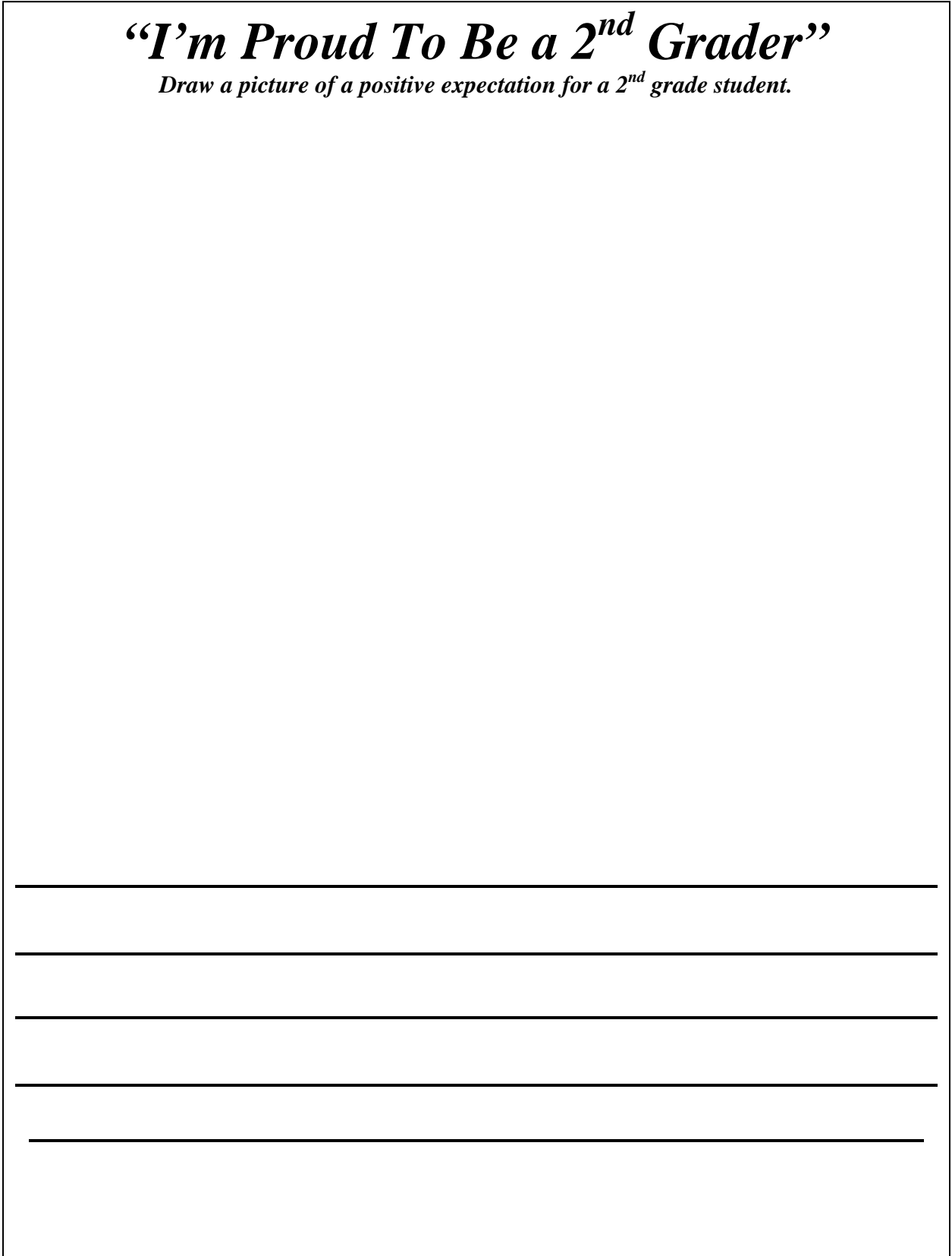
Teacher will review the student sheets and send them home with the student to share with their parents. Teacher can reiterate the expectations of 2<sup>nd</sup> Grade students.

## Counselor reflection notes (completed after the lesson)

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# ***“I’m Proud To Be a 2<sup>nd</sup> Grader”***

*Draw a picture of a positive expectation for a 2<sup>nd</sup> grade student.*

A large rectangular box for drawing, with five horizontal lines near the bottom.

<b>Unit #1 Title:</b> How to Succeed in Third Grade	<b>Grade Level:</b> 3
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Beginning of 3 <sup>rd</sup> grade	
<b>Lesson Titles:</b>	
Lesson # 1: Acting Like a Third Grader (Part 1)	
Materials/Special Preparations Required:	
Chart paper and markers (chalkboard or dry erase board could be used)	
4 hats with K, 1,2, and 3 <sup>rd</sup> 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	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation(s):</b>	
AD.5.A.03.a.i: Revise and practice strategies to meet increased school activities.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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 Assessment (acceptable evidence):**

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

Skits performed by students will demonstrate the skills and behaviors used by 3<sup>rd</sup> 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.

**Unit Goals:**

Students will identify and apply skills necessary for success in third grade.

**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



**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 Expectation (GLE):**

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 3<sup>rd</sup> 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	
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### Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

### Lesson Assessment (acceptable evidence):

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

Skit performed by students will demonstrate the skills and behaviors used by 3<sup>rd</sup> Grade students to succeed.

### Lesson Preparation

#### Essential Questions:

What success strategies do 3<sup>rd</sup> Grade students use?

#### Engagement (Hook):

Counselor brings in four different hats. On each hat the following is written: Hat 1 – Kindergartener, Hat 2 – 1<sup>st</sup> Grader, Hat 3 – 2<sup>nd</sup> Grader, Hat 4 – 3<sup>rd</sup> 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 3<sup>rd</sup> grade student.

### Procedures

Instructor Procedures:	Student Involvement:
1. Counselor will ask students how 3 <sup>rd</sup> Grade is going so far? What are the differences between 2 <sup>nd</sup> Grade and 3 <sup>rd</sup> Grade?	1. Students will raise their hands and share how 3 <sup>rd</sup> Grade is going so far. Students will share the differences from 2 <sup>nd</sup> Grade to 3 <sup>rd</sup> Grade?
2. Counselor asks students to brainstorm expectations for successful 3 <sup>rd</sup> grade students. The counselor will write ideas on the chart paper as students brainstorm. They will look at this list and highlight the ones that are new for 3 <sup>rd</sup> Grade. Some skills will be continued from grade to grade.	2. Students will brainstorm expectations for 3 <sup>rd</sup> Grade.
3. The counselor shares that today you are	3. Students develop a skit and then they role-

<p>going to jump 20 years into the future and you are going to be skit writers and actors. The counselor will divide students into small groups of 3 or 4 students.</p>	<p>play situations that they have observed in their third grade experience.</p>
<p>4. Before starting the counselor will review the rules for working in small groups.</p> <ol style="list-style-type: none"> <li>Share ideas by taking turns.</li> <li>Listen to ideas respectfully.</li> <li>Be a responsible group member.</li> </ol>	<p>4. Students will review the rules and discuss the importance of each rule.</p>
<p>5. Each group will be given an expectation from 3<sup>rd</sup> Grade list brainstormed in step # 2. In the small groups the students will write a skit based on this expectation.</p>	<p>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.</p>
<p>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.</p>	<p>6. Students finish up their work in groups.</p>

## 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**

**3<sup>rd</sup> Grade Expectation for skit** \_\_\_\_\_

**Character Parts**

**Student**

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**Skit lines:**

**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 Expectation (GLE):**

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 3<sup>rd</sup> grade expectations from last session

1 hat – 3<sup>rd</sup> 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 Assessment (acceptable evidence):

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

Skit performed by students will demonstrate the skills and behaviors used by 3<sup>rd</sup> Grade students to succeed in school.

### Lesson Preparation

#### Essential Questions:

What would happen if a 3<sup>rd</sup> grade student didn't do what was expected of them in school?

#### Engagement (Hook):

The counselor enters the class wearing the 3<sup>rd</sup> grade hat from the last session and carrying a magic wand. She says remember last weeks lesson we jumped 20 years into the future and you were skit writers and actors. Today we are going to jump into the future again by using this magic wand. The counselor waves the wand. How old are you 20 years into the future? Remind students that they are going to continue their working on their skits in small groups.

### Procedures

Instructor Procedures:	Student Involvement:
1. Review.... The counselor shares that today you are going to jump 20 years into the future again and you are going to continue your work as skit writers and actors. The counselor will divide 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. <ol style="list-style-type: none"> <li>Share ideas by taking turns.</li> <li>Listen to ideas respectfully.</li> <li>Be a responsible group member.</li> <li>Everyone is an important group member.</li> </ol>	2. Students will review the rules and discuss the Importance of each rule.
3. The counselor instructs each group to	3. Students will work together in small groups

Created by: L. Lueckenhoff, D. Logan-Parr, J. Krickbaum

continue working on their skit and practicing their role-play. The counselor helps supervise this process to give suggestions if needed.

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.

5. After each skit the counselor reviews the importance of the topic performed.

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 3<sup>rd</sup> grade students in the present time.*”

to write a skit. Once the skit is written the students will decide who is going to play what part and practice the skit.

4. Students perform their skits.

5. Students contribute ideas of why the expectation is important for 3<sup>rd</sup> grade students.

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**

**3<sup>rd</sup> Grade Expectation for skit** \_\_\_\_\_

**Character Parts**

**Student**

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**Skit lines:**



<b>Unit #1 Title:</b> Fourth Grade Transitioning	<b>Grade Level:</b> 4
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Beginning of school year	
<b>Lesson Titles:</b>	
Lesson # 1: Tic Tac Toe Do's and Don'ts	
Materials/Special Preparations Required	
Tic Tac Toe worksheets and crayons for each student	
Transparency of Tic Tac Toe Worksheet and dry erase markers	
Lesson # 2: What's In Your Bag?	
Materials/Special Preparations Required	
Pencils and writing paper.	
A book bag filled with 4 <sup>th</sup> grade toys, a dictionary, pencils, paper, crayons, binder, dividers, markers, an old (or toy) cell phone, a lighter, etc.	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation(s):</b>	
AD.5.A.04.a.i: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>
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**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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 Assessment (acceptable evidence):**

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

Lesson 1: Students respond to counselor-initiated statements that display fourth grade behavior in an appropriate way. Students practice appropriate behaviors and skills through the remainder of fourth grade.

Lesson 2: In their groups, students will generate lists of appropriate items for their book bag and the reasons for having the items in their book bag.

**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, ruler). Through small group discussion, students generate a list of items for a fourth grader to have at school in his or her book bag and the reasoning for each item.

**Unit Goals:**

Students will refine and apply strategies necessary to be successful in the fourth grade.

**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.

<b>Unit #1 Title:</b> Fourth Grade Transitioning	
<b>Lesson Title:</b> Tic Tac Toe Do's and Don'ts	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 4	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation (GLE):</b> AD.5.A.04.a.i: Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.	
<b>American School Counselor Association National Standard (ASCA):</b> 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 Worksheet Transparency of Tic Tac Toe Worksheet Dry Erase Marker for transparency Crayons for each student
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**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.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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 Assessment (acceptable evidence):**

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

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

Counselor asks students questions based upon hook statements (see below). Based on the students' responses counselor would be able to assess whether the 4<sup>th</sup> Grade students understand the behavior/skills needed in 4<sup>th</sup> 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.

### **Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Counselor makes the following statements:	1. Students listen to counselor as the statements are read.

<p>Jackie uses the dictionary to look up words that she doesn't know how to spell.</p> <p>Johnny reads a book quietly when he is done with his classwork.</p> <p>Louie runs down the hall when no one is looking.</p> <p>Mark starts to read his book the night before his book report is due.</p> <p>The night before a big test, Carla stays up until midnight studying.</p> <p>Taylor uses a planner to keep track of all her assignments and activities.</p> <p>Counselor states to the students that some of these behaviors may describe them.</p>	
<p>2. 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.</p>	<p>2. Students receive TIC TAC TOE worksheet and complete it with 2 different color crayons.</p>
<p>3. Counselor hands out the worksheet to the students and lets them complete it. Counselor asks student volunteers to share answers.</p>	<p>3. Students look at the overhead projector and check their TIC TAC TOE gamecard. Students discuss their answers with the counselor.</p>
<p>4. Counselor puts transparency on overhead and discusses each item with the students.</p>	<p>4. Students respond to counselor questions throughout the lesson.</p>
<p>5. 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 4<sup>th</sup> Grade students.</p>	

### Teacher Follow-Up Activities

Teacher reinforces the skills/behaviors required of successful 4<sup>th</sup> Grade students.

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

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## 4<sup>th</sup> Grade Checklist

Please mark an X for all I TRUE answers with a certain color crayon and put an O for all I 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.

**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 Standard:**

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

**Grade Level Expectation (GLE):**

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 4<sup>th</sup> Grade toys (i.e. Yugi Oh card, baseball card, PSP or Gameboy), old cell phone, dictionary, binder, pencils, paper, pens, notebooks, lighter, thick pencil and various other appropriate and inappropriate items for 4<sup>th</sup> Grade students.  
Each group will need paper and pencil.

**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.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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 Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>In groups, students will generate a list of appropriate items for 4<sup>th</sup> Grade students to have at school and explain the reasoning behind the items.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>What strategies will I need to be successful in fourth grade?</p> <p>How will these help me prepare for middle school?</p> <p><b>Engagement (Hook):</b></p> <p>The Counselor will take to the classroom item 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.</p>
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**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Counselor will divide the class into groups and have them determine what items are appropriate for 4<sup>th</sup> Grade students to have at school.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students guess what is in the counselor's bag.</li> <li>2. Students will break into small groups and discuss appropriate items for 4<sup>th</sup> Grade students to have in school.</li> </ol>
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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.
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**Teacher Follow-Up Activities**

Teacher reinforces the skills/behaviors required of successful 4 <sup>th</sup> Grade students.
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**Counselor reflection notes (completed after the lesson)**

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<b>Unit #1 Title:</b> Transitioning To Middle School	<b>Grade Level:</b> 5
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> Approximately 45 minutes for each lesson	
<b>Best time of year to implement this Unit:</b> Last quarter of 5 <sup>th</sup> grade	
<b>Lesson Titles:</b>	
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 - <i>Expectations and Skills Needed to be Successful in Middle School</i>	
Lesson # 2: Middle School Here I Come! (Part 2)	
Materials/Special Preparations Required:	
Activity Sheet. - <i>Transition to Middle School</i>	
<i>Transition to Middle School</i> Instruction Sheet	
Provide written information about middle school or invite the Middle School Counselor/Teacher to talk with students about expectations.	
Activity Sheet - <i>Future Plan of Action</i>	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation(s):</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

	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 Assessment (acceptable evidence):**

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

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

Students will be able to open a combination lock.

Students will identify the skills needed to make a smooth transition to middle school.

**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 successful in middle school.

**Unit Goals:**

Student will identify the skills need to be successful in middle school.

Students will determine if they have the skills to be successful in middle school.

Students will write a plan of action for developing/strengthening transition skills.

**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.

<b>Unit #1 Title:</b> Transitioning to Middle School	
<b>Lesson Title:</b> Middle School Here I Come! (Part 1)	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 5	
<b>Length of Lesson:</b> 45 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation (GLE):</b> 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.	
<b>American School Counselor Association National Standard (ASCA):</b> 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 - <i>Expectations and Skills Needed to be Successful in Middle School</i>

**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	

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 Assessment (acceptable evidence):

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

Students will be able to open a combination lock. Students will prioritize school activities without missing any activities or being penalized for being late.

### Lesson Preparation

#### Essential Questions:

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

**Engagement (Hook):** 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 will explain to class that they will be divided into small groups (depending on how many locks the counselors 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:

1. The counselor sets a timer for 3 minutes and stops the groups after 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?
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?

#### Student Involvement:

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.
2. Students identify reasons to be organized and have good self-management skills.

<p>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).</p> <p>4. The counselor will monitor students opening the lock and discuss their success in the 3-minute time frame.</p> <p>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.</p> <p>6. The counselor will work with students as they complete the Activity Sheet -<i>Expectations and Skills Needed to be Successful in Middle School</i>. He or she will highlight the key points as students rate themselves on each expectation/skill.</p> <p>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 continue to talk about transitioning during the next lesson.</p>	<p>3. The students use the directions given and open the lock. All groups should be able to do this.</p> <p>4. Once students open the lock, discuss the process and relate the importance of having the correct directions and skills to complete a task.</p> <p>5. Students participate in this discuss.</p> <p>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.</p> <p>7. Students will participate in the closing of the lesson.</p>
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### 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)**

## **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 # 12 and stop.
4. Turn the dial left past 25 once and then go directly to 25 and stop.
5. Turn the dial to #4 and stop.
6. The lock should open.
7. If not, re-read the directions on how to open the combination.



## Expectations and Skills Needed to be Successful in Middle School

<b>Expectation/Skills</b>	<b>I have this skill.</b>	<b>I do okay with this skill.</b>	<b>I need to keep working on this skill.</b>
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...			

**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 Standard:**

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

**Grade Level Expectation (GLE):**

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)**

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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
	Communication Arts	
	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 Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will write 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):** 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:**

**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. Using the *Transition to Middle School* Instruction Sheet.
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.

#### **Student Involvement:**

1. Students reflect on the elementary school experience as well as their thoughts and concerns about transition to middle school.
2. Students write down any questions or concerns they might have at the bottom of the activity sheet.

<p>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.</p> <p>4. At the end of class the counselor will have students complete the Activity Sheet - <i>Future Plan of Action</i> to set any goals they might need to complete before transitioning. Counselor encourages students to implement their <i>Future Plan of Action</i> as they continue to talk about transition to middle school.</p> <p>5. Counselor and students bring closure to the lesson by completing Section 7 of “Transition to Middle School Activity Sheet” and sharing 5<sup>th</sup> grade memories using large group process described in Section 1.</p>	<p>3. Students will share their questions and concerns at this time.</p> <p>4. Students write complete their <i>Future Plan of Action</i> Activity Sheet. Students will implement their plan of Action.</p> <p>5. One student will share a 5<sup>th</sup> grade memory and then invite someone else to share a memory.</p>
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### 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)

## 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 - \_\_\_\_\_

1<sup>st</sup> Grade - \_\_\_\_\_

2<sup>nd</sup> Grade - \_\_\_\_\_

3<sup>rd</sup> Grade - \_\_\_\_\_

4<sup>th</sup> 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.

**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 List one or two memories you will take with you about 5<sup>th</sup> Grade.**

a.
b.



## Future Plan of Action



What do I need to improve?

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I want to improve the following.

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I will take the following steps to improve.

Steps:

1. 

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2. 

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3. 

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Follow up evaluation: How did I do?

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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 chart paper during the lesson to collect ideas. The chart paper will be saved for the teacher to use in the future or the counselor to use in 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). Process continues until all students who want 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 on chart paper of mutual positive thoughts and concerns. 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 write a question 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 write ideas on chart paper..."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:** 5<sup>th</sup> grade memories... Follow procedure suggested for large group sharing in #1.



<b>Unit #1 Title:</b> Skills for School Success	<b>Grade Level:</b> K
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Beginning of School	
<b>Lesson Titles:</b>	
Lesson # 1: Body Basics	
Materials/Special Preparations Required:	
Song Lyrics	
Flash Card Pictures	
Partnering Bracelets	
Scoring Sheet.	
Lesson # 2: The Envelope Guessing Game	
Materials/Special Preparations Required:	
Pictures for Mystery Envelopes	
Partnering Bracelets	
Scoring Sheet	
Take-Home Activity Sheet	
Envelopes	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.6: Apply information to revise and implement a personal educational plan for life-long learning.	
<b>Grade Level Expectation(s):</b>	
AD.6.A.0K.a.i: Identify the skills needed to be a successful learner.	
<b>American School Counselor Association National Standard (ASCA):</b> 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

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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 Assessment (acceptable evidence):**

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

**Lesson #1: Performance Task:** Students will demonstrate their understanding of Body Basics by successfully performing actions written in visual format on flash cards presented by the counselor. The counselor will observe the class simultaneously responding to the counselor's presentation of the flash cards. The counselor will record the number of students demonstrating correct responses and record number of correct responses on the Scoring Sheet.

**Lesson #2: Performance Task:** Students will partner by using the symbol bracelets from lesson #1. Students will be seated next to their partners. Counselor will hand each pair of students a mystery envelope with a picture of an object hidden inside. Student number #1 will look at the object keeping it hidden from student #2. Student #2 will then ask questions in order to determine the qualities and characteristics of the object enabling student #2 to guess the object. Counselor will evaluate the student's ability to use the following skills (taking turns, communicating, questioning, and participating) by scoring the student's responses on a scoring rubric.

**Brief Summary of Unit:**

This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches "Body Basic" skills such as eyes on teacher, voices off, hands to self, and criss-cross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.

**Unit Goals:**

Students will learn the essential skills needed to become successful learners. These skills include eyes on teacher, hands to self, voices off, criss-cross legs as well as communication skills such as questioning, participating, and taking turns.

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

Vocabulary: successful student

**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 Standard:**

AD.6: Developing and monitoring personal educational plans

**Grade Level Expectation(s):**

AD.6.A.0K.a.i: Identify the skills needed to be a successful learner.

**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)**

1. Lyrics to Song
2. Flash Card Pictures
3. Partnering Bracelets
4. Scoring 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
	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)**

	Perseverance	X	Integrity	X	Problem Solving
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

### Lesson Assessment (acceptable evidence):

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

**Performance Task:** Students will demonstrate their understanding of Body Basics by successfully performing actions written in visual format on flash cards presented by the counselor. The counselor will evaluate each student's success and record the number of correct responses by observing each student during the flash card assessment.

### Lesson Preparation

#### Essential Questions:

What does it look like to be a successful learner?

#### Engagement (Hook):

Today we are going to learn a song about these four pictures (display pictures).  
*Body Basics Song: (Sung to the tune of London Bridge)* Written by: Annie Moffatt

### Procedures

Instructor Procedures:	Student Involvement:
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.	2. Students learn song and sing. (Students do actions for each part of song – 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; Criss-cross legs could be rhythmically patting hands on knees with legs in criss-cross position; and voices off could be a finger to the lips or a finger zipping lips shut, etc.)
3. When students are able to perform song independently, counselor places partnering bracelets on students while they continue to sing.	3. Students sing while teacher is placing bracelets on their wrists.
4. Counselor instructs the students to sit with partners. Students partner themselves by	4. Students sit with (bracelet) partner.

<p>matching symbol bracelets.</p> <p>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.</p> <p>5. Counselor passes out the flash cards. (One set for each pair of students.)</p> <p>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?”</p> <p>7. Counselor proceeds in the same manner with subsequent cards, saying, “What does hands to self look like? What does voices off look like? What does criss-cross legs look like?”</p> <p>8. Counselor instructs student with larger symbol to pass the flash cards to partner with smaller symbol. Repeat process outlined above (steps 6-8).</p> <p>9. Counselor collects the cards at the end of the activity and instructs the students to return to group gathering.</p> <p>10. Counselor repeats the process holding flash cards for entire group to demonstrate simultaneously. Counselor records number of students with correct response to cards.</p> <p>11. After group assessment is completed the Counselor instructs students to sing “Body</p>	<p>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.</p> <p>6. Students demonstrate their knowledge of what Eyes on Teacher looks like by looking at the teacher and doing the action learned in song.</p> <p>7. Students demonstrate each flash card in turn, by doing the actions learned in the song for each flash card.</p> <p>8. Students repeat process with other partner holding cards.</p> <p>9. Students give counselor cards and return to group gathering.</p> <p>10. Students participate in group assessment.</p> <p>11. Students sing song.</p>
---	--

Basics” song as a closing activity.	
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 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 “Line Basics” song to help students walk in the hallways appropriately. Use the same tune and 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)**

Written by: Annie Moffatt

Eyes on teacher when she talks, when she talks, when she talks.

Eyes on teacher when she talks, we are learners.

Criss-cross legs and hands to self, hands to self, hands to self.

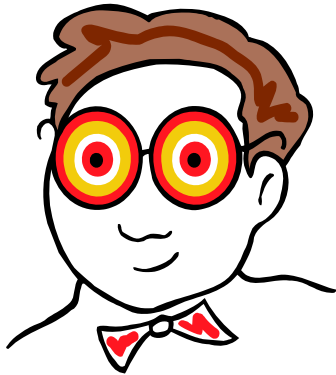
Criss-cross legs and hands to self, we are learners.

Raise your hand and wait to speak, wait to speak, wait to speak,

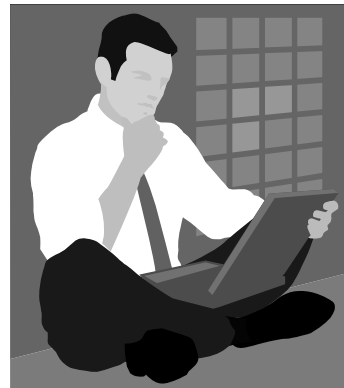
Raise your hand and wait to speak, we are learners.

**Body Basics Flash Cards** (Option of enlarging on photo-copy machine and adding cardboard backing for strength.)

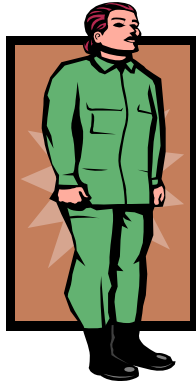
**Eyes on Teacher  
When She Talks**



**Criss-Cross Legs**



**Hands to Self**





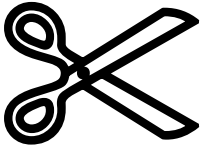
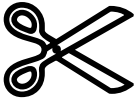
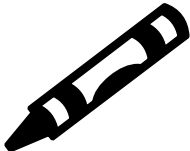

**Raise your Hand and  
Wait to Speak**



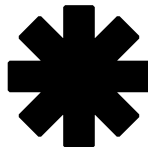
### Scoring Sheet

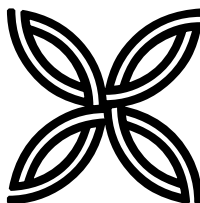
Behavioral Expectation "Body Basics"	Number of Students demonstrating correct response.	Percentage of students with correct response.
Eyes on Teacher		
Criss-Cross Legs		
Hands to Self		
Raise Hand and Wait		





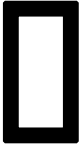

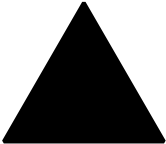

### Partnering Bracelets







**Unit #1 Title:** Skills for School Success

**Lesson Title:** The Envelope Guessing Game

**Lesson:** 2 of 2

**Grade Level:** K

**Length of Lesson:** 30 Minutes

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and monitoring personal educational plans

**Grade Level Expectation(s):**

AD.6.A.0K.a.i: Identify the skills needed to be a successful learner.

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

1. Mystery envelopes (One envelope per child)
2. Pictures within mystery envelopes
3. Partnering Bracelets (Use templates from lesson #1 from this Unit)
4. Scoring Sheet for *Targeted Skills*
5. Take-home activity sheet for playing game (includes directions.)

**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	

**Enduring Life Skill(s)**

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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

### Lesson Assessment (acceptable evidence):

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

**Performance Task:** Students will partner by using the symbol bracelets from lesson #1. Counselor will hand each pair of students a mystery envelope with a picture of an object hidden inside. Student number #1 will look at the object keeping it hidden from student #2. Student number two will then ask questions in order to determine the qualities and characteristics of the object enabling student #2 to guess the object. Counselor will evaluate each student's ability to use the following skills (taking turns, communicating, questioning, and participating) by scoring the student's responses on a scoring rubric *Targeted Skills*.

### 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 Mystery Envelope Game.

### Procedures

#### Instructor Procedures:

1. Counselor will instruct the students to sit next to partners. Partnering will be accomplished as in lesson #1, using partnering bracelets.
2. Counselor will instruct students on how to play "Mystery Envelope Game." by demonstrating the game with a sample pair of students. (The Mystery Envelope Game is similar to the familiar game, 20 Questions). The counselor can determine what pictures to use during the game or select his or her own pictures. Some pictures provided may be too advanced for some groups.
3. Counselor will say, "Students, we are going to play the Mystery Envelope Game. I have given Jill (student #1) an envelope. It has a picture of something inside. Jack's job (student #2) is to guess what that something

#### Student Involvement:

1. Students will sit next to their partners forming a circle arrangement.
2. A selected student pair will model teacher directions for the rest of the pairs to observe.
3. Students will offer some ideas about what questions might help Jack guess what is in the envelope.

<p>is. Jack can ask questions to help him guess.</p> <p>Students, what kinds of questions do you think would help Jack?" (Students will offer questions that are helpful and will also offer questions that are less helpful in ascertaining the answer. The counselor can use these responses to further teach the students which questions are more helpful than others.) Some students may also need to be taught the difference between a question and a statement.</p> <p>4. The counselor will teach the students some possible questions that will help while playing the game.</p> <p>Is it alive? Is it an animal? What color is it? Can you eat it? Is it big or small?</p> <p>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?"</p> <p>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.</p> <p>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.</p> <p>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 envelope, the counselor will give them another envelope that contains a different</p>	<p>4. The student pair that the counselor is using to model the game will demonstrate the questioning by using the teacher's suggested questions.</p> <p>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.</p> <p>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.</p> <p>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.)</p>
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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.	

### **Teacher Follow-Up Activities**

1. Students may take home an activity sheet with objects on it that they can cut and place in mystery envelope at home in order to continue practicing questioning and communication skills. (The activity sheet can be one of the pages in this lesson that has the object pictures. Photocopy one of the pages to send home with the students. Also tell the students they can 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 choose to use found objects in the room possibly to help the students with orientation of where certain materials are found in the room, since it is the beginning of the year and students are becoming familiar with the contents of the room.

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

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# Targeted Skills Scoring Sheet

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			

## Directions for Scoring Rubric

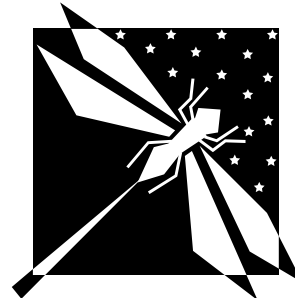
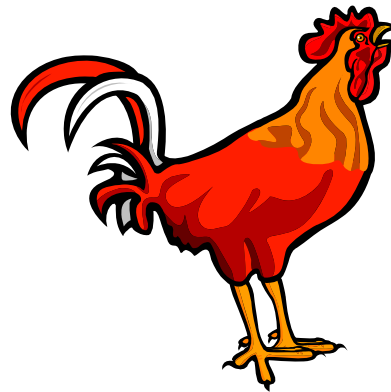
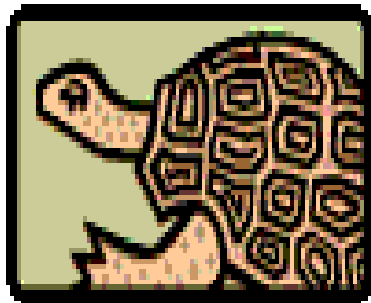
**Turn Taking Skills** – A (+) response would be students demonstrating the ability to pass materials in a turn-taking manner and share conversation in a turn-taking manner as well as being able to play the role of questioner and the listener appropriately. (This also re-teaches the concepts from lesson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

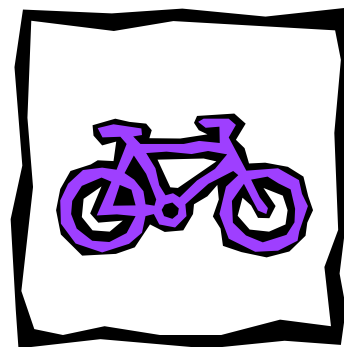
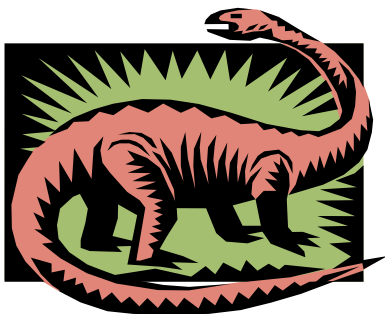
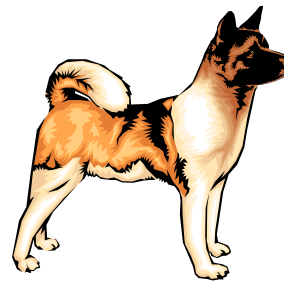
**Questioning Skills** – A (+) response would be the ability to ask effective, relevant questions that are successful in identifying the object.

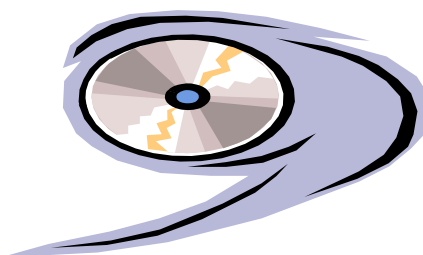
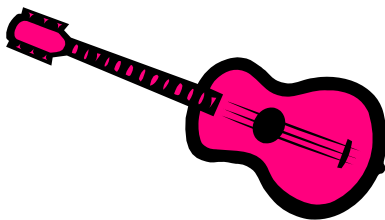
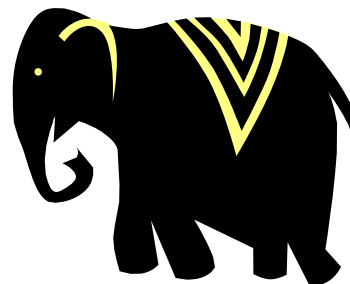
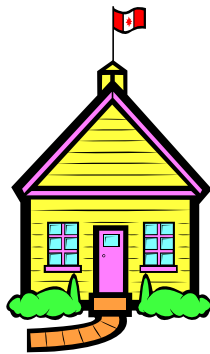
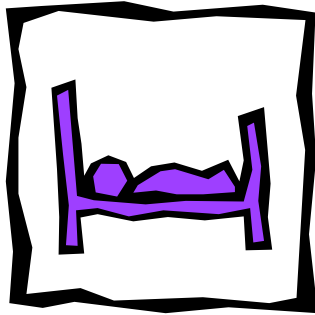
**Participation Skills** – A (+) response would be demonstrating all the above as well as on-task behaviors.

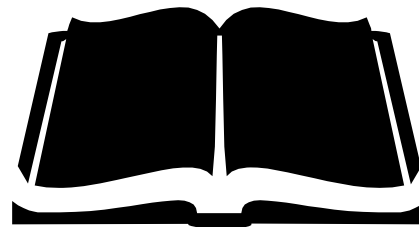
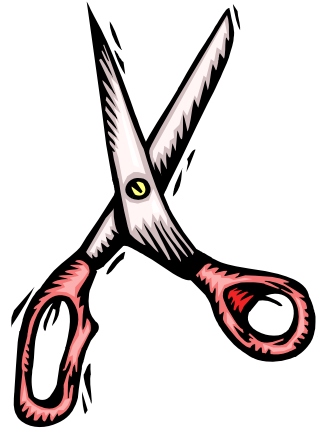
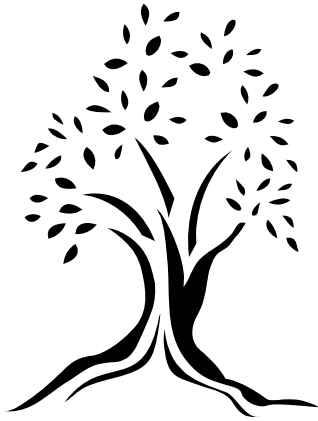
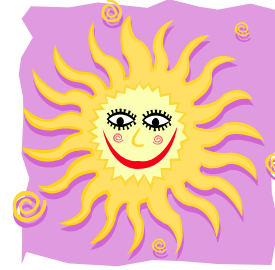
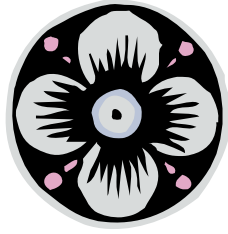
**Objects to be used in Envelopes for Mystery Envelope Game** (Use one of these pages to send home with student as activity sheet—so that student can play the game at home.)

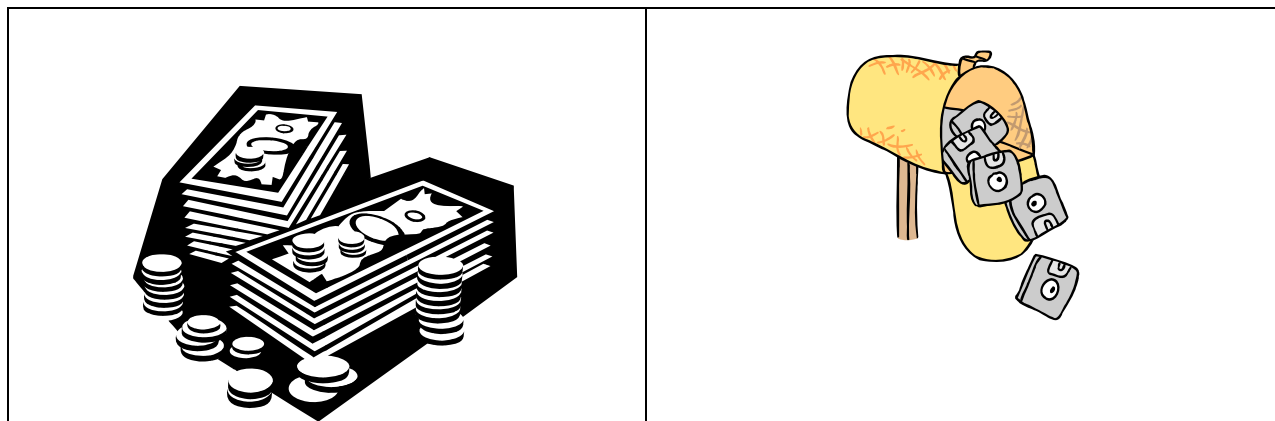












<b>Unit #1 Title:</b> Skills for School Success	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Beginning of school year	
<b>Lesson Titles:</b>	
Lesson # 1 The Learning Book (Part 1)	
Materials/Special Preparations Required:	
<i>Learning Book</i> Activity sheet	
Crayons for each child Picture cards	
Copy of “The Learning Song”	
Lesson # 1 The Learning Book (Part 2)	
Materials/Special Preparations Required:	
<i>Learning Book</i> Activity sheet (started in the previous lesson)	
Crayons for each child	
Copy of “The Learning Song”	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.6: Developing and monitoring personal education plans.	
<b>Grade Level Expectation(s):</b>	
AD.6.A.01.a.i: Demonstrate the skills needed to be a successful learner	
<b>American School Counselor Association National Standard (ASCA):</b>	
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 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 Assessment (acceptable evidence):**

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

Students will make a "Learning Book" with the skills needed to be a successful learning in school.

**Brief Summary of Unit:**

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

**Unit Goals:**

Student will demonstrate skills needed to be a successful learner.

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

Basic learning skills

**Unit #1 Title:** Skills for School Success

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

**Lesson:** 1 of 2

**Grade Level:** 1

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation (GLE):**

AD.6.A.01.a.i: Demonstrate the skills needed to be a successful learner.

**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)**

*Learning Book* Activity sheet

Crayons

Picture cards

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	



### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

The students will create their own "Learning Book" about important skills needed to be a learner. Students will be able to state the skills in a song.

### 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. Close your mouth
5. Use your ears

### Procedures

Instructor Procedures:	Student Involvement:
<p>1. The counselor will hand out a <i>Learning Book</i> Activity Sheet to each student. The counselor will review the steps of making the book with the students.</p> <p>2. The counselor directs students to draw eyes in the square labeled # 1 Eyes on the Speaker. Discuss why this skill is important. Assist those who are unable to</p>	<p>1. The students will follow the steps below.</p> <ol style="list-style-type: none"> <li>a. Draw pictures</li> <li>b. Color the pictures</li> <li>c. Cut the squares apart.</li> </ol> <p>Make the book by stapling pages together with the counselor's assistance. Do not cut the squares apart until the illustrations are complete.</p> <p>2. Students will draw eyes in square # 1. Students will raise their hand if they have questions.</p>

<p>follow directions.</p> <p>3. The counselor directs students to draw a 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 (at your desk, at group time on the carpet, walking in the hall, etc.).</p> <p>4. The counselor directs students to draw a child raising his or her hand in square # 3. Counselor assists those who are unable to follow directions.</p> <p>5. The counselor directs students to draw a face with a mouth closed in square # 4.</p> <p>6. Counselor directs students to draw a picture of ears in square # 5. The counselor asks, “Why is it important to listen when you are being a learner?”</p> <p>7. The counselors tell students they will color and cut out the book next class period. They will sing “The Learning Song” in the next lesson.</p>	<p>3. Students will draw hands and feet in square #2. Students give examples of using quiet hands and quiet feet.</p> <p>4. Students will draw a child raising his or her hand in square # 3. Students will share ideas of when it’s necessary to raise their hands.</p> <p>5. Students will draw a closed mouth in square # 4.</p> <p>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)</p> <p>7. The students will put their names on the activity sheet before turning it in.</p>
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### 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)

## 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.

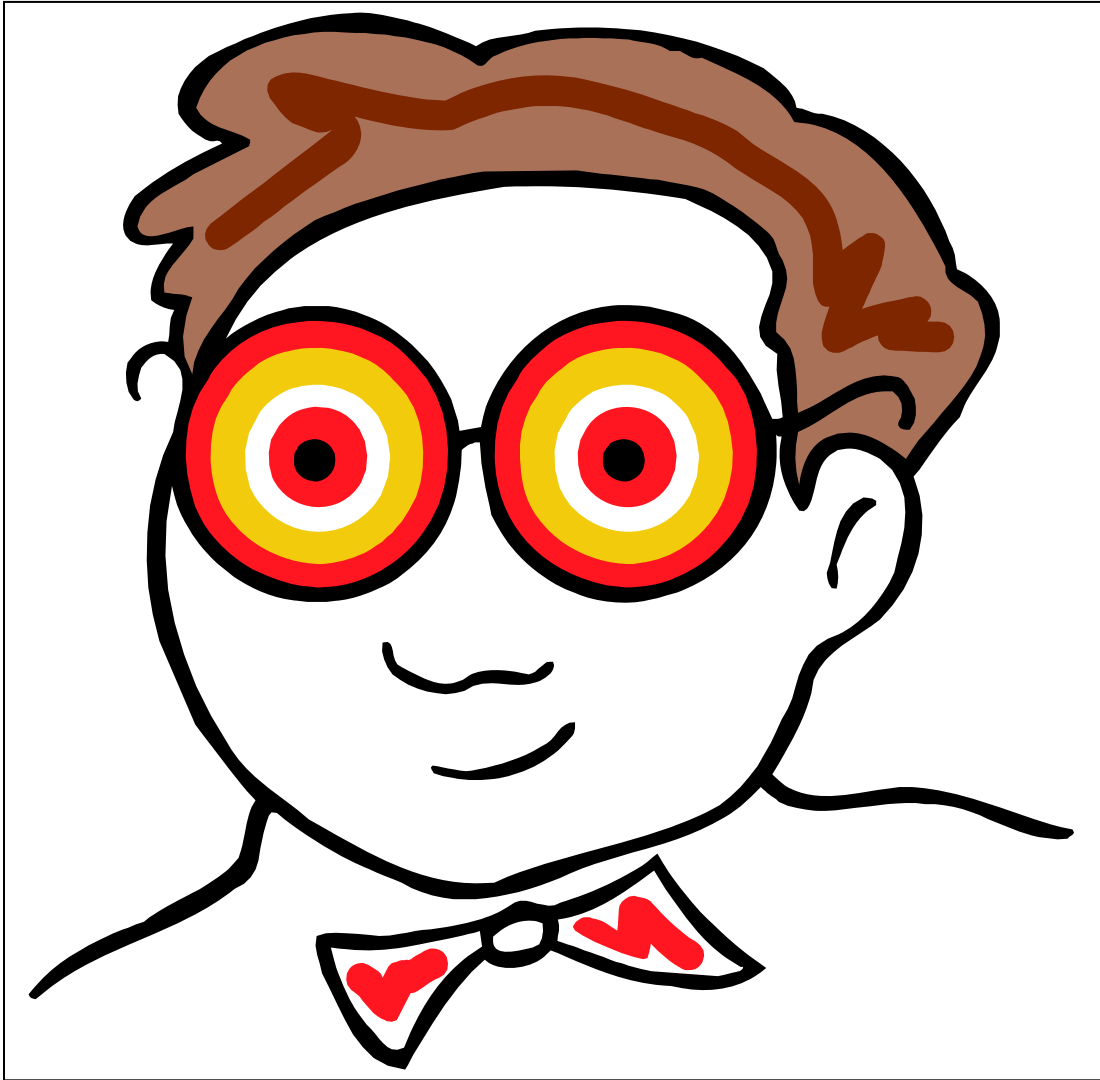
This is how I learn in school,  
Close my mouth,  
Use my ears,  
This is how I learn in school,  
Use my ears.

*Learning Book* Activity Sheet

Student's Name \_\_\_\_\_

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

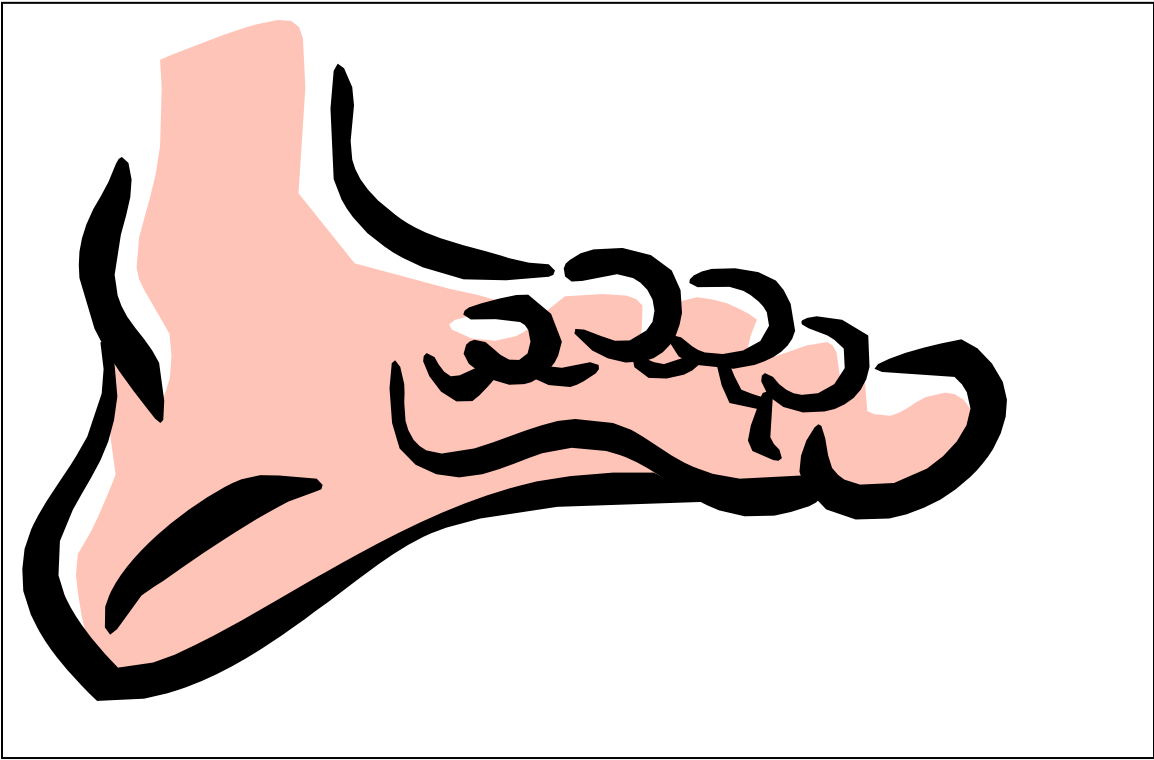
<b>The Learning Book</b>	<b>1. Eyes on speaker</b>
<b>2. Quiet body (hands and feet)</b>	<b>3. Raise my hand</b>
<b>4. Close my mouth</b>	<b>5. Use my ears</b>



# Eyes on speaker



# Quiet hands



# Quiet feet



# Raise your hand

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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Close your  
mouth



# Use your ears

**Unit #1 Title:** Skills for School Success

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

**Lesson:** 2 of 2

**Grade Level:** 1

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation (GLE):**

AD.6.A.01.a.i: Demonstrate the skills needed to be a successful learner.

**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)**

*Learning Book* Activity sheet (begun in Lesson 1)

Crayons

Picture cards of Important Skills (six cards)

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	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

The students will make a book about important skills needed to be a learner. Students will be able to state the 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's Falling Down.

### Procedures

#### Instructor Procedures:

1. The counselor gives each student a copy of the song and teaches the words to the students.
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 to color their pictures.
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.
4. The counselor staples the book together when students raise their hands indicating they

#### Student Involvement:

1. Students sing the song with the counselor.
2. Students get out the correct materials and illustrate the covers of their Learning Books.
3. Students will follow directions, and raise their hand if they have questions.
4. Students will raise their hand indicating they are ready to complete their learning

are finished with their books. Books will be kept in classroom so that books can be shared with the teacher and peers. Counselor will use books to reinforce application of skills.

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 the words to the song to help reinforce the tune in the classroom throughout the week.

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

## 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.

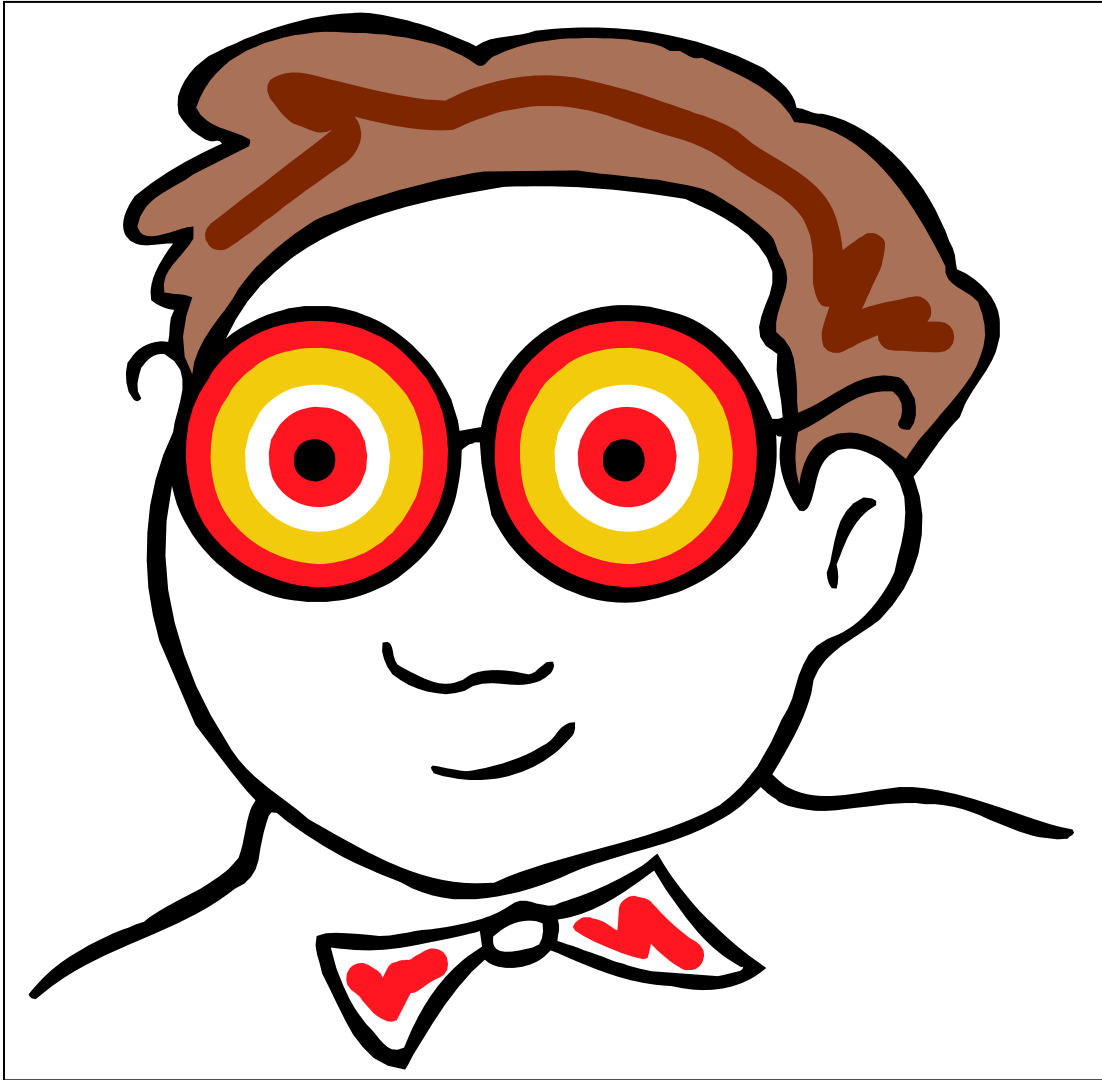
This is how I learn in school,  
Close my mouth,  
Use my ears,  
This is how I learn in school,  
Use my ears.

Learning Book Activity Sheet

Student's Name \_\_\_\_\_

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

<b>The Learning Book</b>	<b>1. Eyes on speaker</b>
<b>2. Quiet body (hands and feet)</b>	<b>3. Raise my hand</b>
<b>4. Close my mouth</b>	<b>5. Use my ears</b>

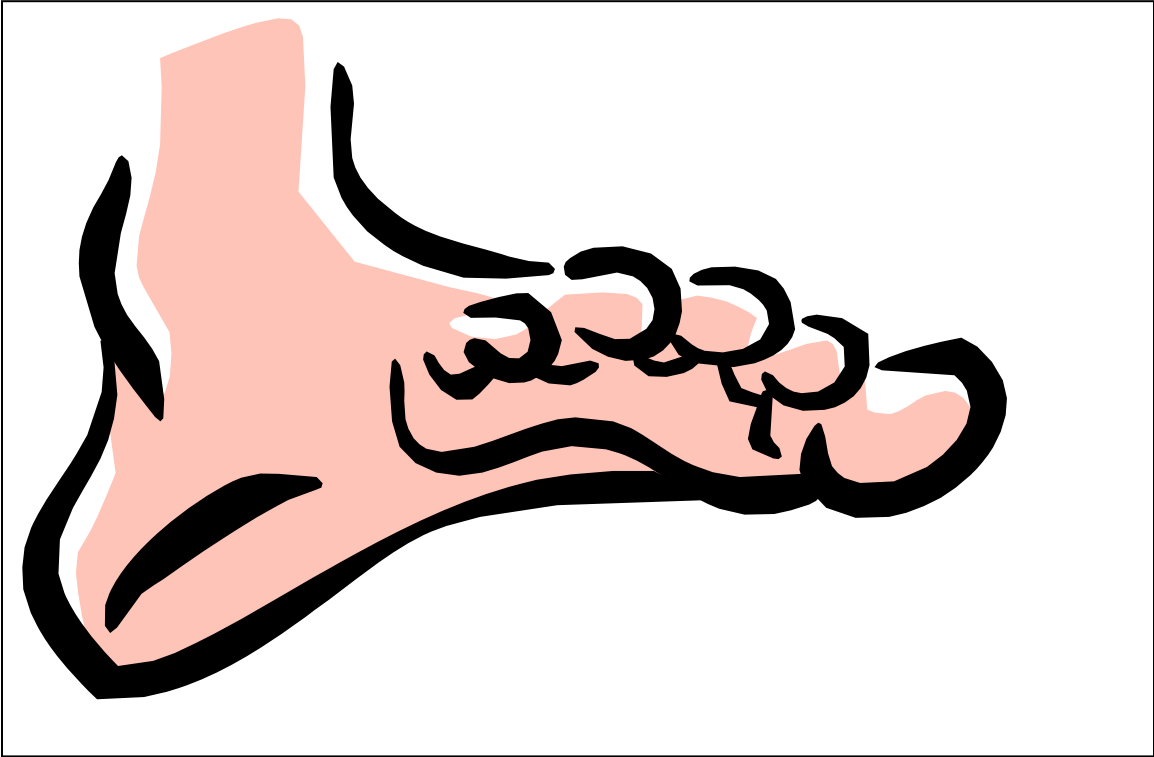


# Eyes on speaker





# Quiet hands



# Quiet feet



# Raise your hand

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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



Close your  
mouth



# Use your ears

<b>Unit #1 Title:</b> Goal-Setting	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Mid year.	
<b>Lesson Titles:</b>	
Lesson # 1: Talk is Cheap (Part 1)	
Materials/Special Preparations Required:	
The book: The Tortoise and the Hare	
Chart paper and marker	
Lesson # 2: Talk is Cheap (Part 2)	
Materials/Special Preparations Required:	
Student Activity Page – <i>Talk is Cheap</i>	
The book: The Tortoise and the Hare	
Brown and Green Crayons	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.6: Developing and Monitoring Personal Educational Plans	
<b>Grade Level Expectation(s):</b>	
AD.6.A.02.a.i: Identify goals that lead to learner success.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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	

	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Assessment (acceptable evidence):**

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

**Lesson #1:** Students will complete an activity page that will demonstrate their ability to identify strategies for goal setting and planning to meet goals that lead to learner success.

**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.

**Unit Goals:**

Students will learn to identify strategies for goal setting and planning in order to become successful learners.

**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.

**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 Standard:**

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation(s):**

AD.6.A.02.a.i: Identify goals that lead to learner success.

**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)**

1. A copy of "The Tortoise and the Hare." If you cannot locate the book, look up the story on the Internet.
2. Chart paper and marker

**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
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

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

**Student Work Sample:** Students will complete an activity page that will demonstrate the ability to identify strategies for goal setting and planning to meet goals that lead to learner success.

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

What are the goals that lead to learner success?

**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?

**Procedures**

Instructor Procedures:	Student Involvement:
1. Counselor will say, “Have you ever heard the expression “talk is cheap” or “Put your money where your mouth is?” The counselor will explain the expressions or ask students to explain.	1. Students share ideas and participate in discussion about the two expressions.
2. Do you know the name of the famous story that tells about a tortoise who asked a rabbit to put his money where his mouth was?	2. Students will say, “The Tortoise and the Hare.”
3. Counselor will read the story to the students.	3. Students will listen to the story and look at the pictures.
4. Counselor will ask the following discussion questions. 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.	4. Students will participate in discussion. a. Students might say learning to ride a bike or skateboard or play a challenging game.

<p>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.</p> <p>c. Why do you think the Tortoise accomplished his goal and the Hare did not?</p> <p>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?</p> <p>e. Do you think the Tortoise had a plan for the race? What do you think his plan was?</p> <p>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?</p> <p>5. The counselor asks students to brainstorm words that helped the Tortoise accomplish his goal. The counselor will write the words on chart paper and save it and give the words to the teacher to help reinforce in the classroom.</p> <p>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 <i>Talk is Cheap</i> Activity Sheet.</p>	<p>b. Students might say, "To win the race." Students might say, "To win the race."</p> <p>c. Students might say because the Hare stopped before the race was over.</p> <p>d. The students might say, "No."</p> <p>e. The students might say, "Slow and steady wins the race."</p> <p>f. The students might say, "I'd get a lot of sleep, and eat my breakfast, and practice running everyday."</p> <p>5. The students will brainstorm ideas.</p> <p>6. The students will participate in the review of discussion.</p>
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### 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)

**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 Standard:**

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation(s):**

AD.6.A.02.a.i: Identify goals that lead to learner success.

**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)**

1. A copy of "The Tortoise and the Hare."
2. Student Activity Sheet – *Talk is Cheap*
3. 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
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

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

**Student Work Sample:** Students will complete an activity page that will demonstrate the ability to identify strategies for goal setting and planning to meet goals that lead to learner success.

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

What are the goals that lead to learner success?

**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**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Counselor will hand out <i>Talk is Cheap</i> Activity Sheet and instruct students to get out a brown crayon and a green crayon.</li> <li>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.)</li> <li>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 brainstorm what might be a good learning</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will get out a brown crayon and a green crayon.</li> <li>2. Students will complete Activity Sheet as it is read and discussed. Students will mark the square with a brown or green crayon accordingly.</li> <li>3. Students will brainstorm possible learning goals.</li> </ol>
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## Teacher Follow-Up Activities

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

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**Student Activity Sheet*****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.

<b>Set a goal and make a plan on paper.</b>	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.
<b>Tell someone about your plan and get that person's help.</b>	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.
<b>Put the plan into action-practice</b>	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.
<b>Reward small steps</b>	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.
<b>Revise your plan if it is not working</b>	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.
<b>Don't quit until you've accomplished the goal.</b>	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 . . .

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One strategy for setting a goal and following a plan to accomplish that goal is ...

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<b>Unit #1 Title:</b> Educational Goal-Setting and Self-Assessment Skills	<b>Grade Level:</b> 3
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.6: Apply information to revise and implement a personal educational plan for life-long learning.	
<b>Grade Level Expectation(s):</b>	
AD.6.A.03.a.i: Identify education goal-setting and self-assessment skills.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

**Lesson 1:** \_\_\_\_\_ Test Score Goal Sheet and \_\_\_\_\_ Test Scores Bar Graph Sheet

**Lesson 2:** Test Score Analysis Sheet

**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.

**Unit Goals:** Learn to set goals and assess how they are currently performing; assess how to improve their spelling goals.

**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.



**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 Standard:**

AD.6: Apply information to revise and implement a personal educational plan for life-long learning.

**Grade Level Expectation (GLE):**

AD.6.A.03.a.i: 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 and accomplish goals

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (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 Assessment (acceptable evidence):**

Student Spelling Scores Activity Sheet  
Student Spelling Score Bar Graph Sheet

**Lesson Preparation**

**Essential Questions:** How am I performing in school? How can I improve my performance?

**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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Counselor hands out Test Score Bar Graph Sheet and list of last 5 spelling scores or other content area assessment scores for each child (each child gets his or her own scores).	1. Student collects necessary materials.
2. Counselor instructs students to get out a pencil and their crayons.	2. Students get out their writing and drawing materials.
3. Counselor instructs students to write their	3. Students follow directions.

names at the top of their Test Score Bar Graph Sheet.	
4. 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”.	4. Students follow directions.
5. Counselor directs students to write the score of the spelling test they took on that date under the “date” box.	5. Students follow directions.
6. Counselor directs the students to find the box that score would fall in and make a star in that box with their pencil.	6. Students follow directions.
7. 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.	7. Students follow directions.
8. Counselor continues the same procedure with all scores, leaving last column blank.	8. Students follow directions.
9. Counselor collects papers to save for Lesson 2 and hands out Test Scores Goal Sheet, instructing students to write their names on their papers.	9. Students follow directions.
10. Counselor directs students to write down their last 5 spelling test scores.	10. Students follow directions
11. Counselor instructs students to pick a score higher than their last scores as their spelling goal for the week.	11. Students follow directions
12. Counselor instructs students to come up with some ways to achieve their goals (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. Students brainstorm ideas and write ones they think they can implement.
13. Teacher closes lesson by collecting the	13. Students respond with ways this strategy

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.	could help to improve their grades.
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**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.
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**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?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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%						

**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 Standard:**

AD.6: Apply information to revise and implement a personal educational plan for life-long learning.

**Grade Level Expectation (GLE):**

AD.6.A.03.a.i: 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 I

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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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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 Assessment (acceptable evidence):

Student Spelling Score 2 Activity Sheet  
Score Bar Graph from previous lesson  
Test Score Goal Sheets from the previous lesson

### Lesson Preparation

#### Essential Questions:

How am I performing in school? How can I improve my performance?

#### 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:	Student Involvement:
1. Counselor hands out ____ 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. The counselor monitors students.	2. Students follow directions.
3. Counselor asks students to look at the ____ Test Score Bar Graph Sheet from the	3. Students follow directions.



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.	
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)

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?

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7. How can I prepare for my next \_\_\_\_\_ test?

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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?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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%						

<b>Unit #1 Title:</b> Goal-Setting	<b>Grade Level:</b> 4
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime.	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.6: Apply information to revise and implement a personal educational plan for life-long learning.	
<b>Grade Level Expectation(s):</b>	
AD.6.A.04.a.i: Revise and practice educational goal-setting and self-assessment skills.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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 Assessment (acceptable evidence):**

**Lesson 1:** Students will complete a work page that will demonstrate the knowledge of goal-setting skills.

**Lesson 2:** Students will be able to discuss the process of making short-term goals. During a post-activity discussion session, students will demonstrate knowledge and understanding of strategies related to setting short term goals, which may include time, location, and conditions to best learn, read, and do homework.

**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. Lesson two helps students learn the skills necessary in making short-term goals.

**Unit Goals:**

Students will learn basic goal-setting skills needed to become successful learners.

**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.

**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 Standard:**

AD.6: Apply information to revise and implement a personal educational plan for life-long learning.

**Grade Level Expectation(s):**

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)**

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 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 Assessment (acceptable evidence):**

**Student Work Sample:** Students will complete a work page that will demonstrate the knowledge of goal-setting skills.

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

What are the essential features of goal-setting behaviors that lead to learner success?

**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:**

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. Let's pretend that this piece of paper is an astronaut and the goal that we have set today is to get this astronaut on 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 hand out the instruction page for the activity. The students will be able to read the answers to the following questions:

**Student Involvement:**

1. Students will listen and watch.
2. Students will look at the instruction page for the answers to the questions.



3. "What is our goal?"	3. Students will answer, "To get the paper in the jar."
4. "What is my timeline? How long do we have until we have to accomplish our goal?"	4. Students will answer, "In the next 15 minutes."
5. "What resources do I have to help me accomplish the goal? Who can help me and what tools do I have to help me?"	5. Students will answer, "You can ask anyone in the room for help and you can use any materials that are in the room."
6. "Are there any limitations that will make accomplishing the goal seem difficult?"	6. 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."
7. The counselor will say, "Why should I even try to accomplish this goal? It seems impossible."	7. Students will answer, "The pay-off is in the jar." (The jar has a reward in it.)
8. 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?"	8. Students will answer, "Yes."
9. The counselor will say, "What is problem number one that is keeping me from accomplishing my goal?"	9. Students will answer, "The paper is too big."
10. 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?"	10. 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.
11. The counselor will continue questioning the students in like manner until the completed plan has been arrived at. (See Student Hand Out.)	11. Students will continue to answer the counselor's questions based on the answers on the student hand out.
12. The counselor will enact the plan, retrieve the reward which will be shared with the class, and then instruct the	12. Students will enjoy the reward while completing the student work page. (See Student Work Page.)

<p>students to complete the work page while they are enjoying the reward (treat).</p> <p>13. Counselor will instruct students on how to complete the work page by demonstrating one selected student's possible responses.</p> <p>14. Counselor will allow students to complete the work page using a personally selected goal.</p>	<p>13. Students will follow along as counselor demonstrates how to complete the work page using a selected student's goal as an example.</p> <p>14. Students will complete the work page using a personally selected goal.</p>
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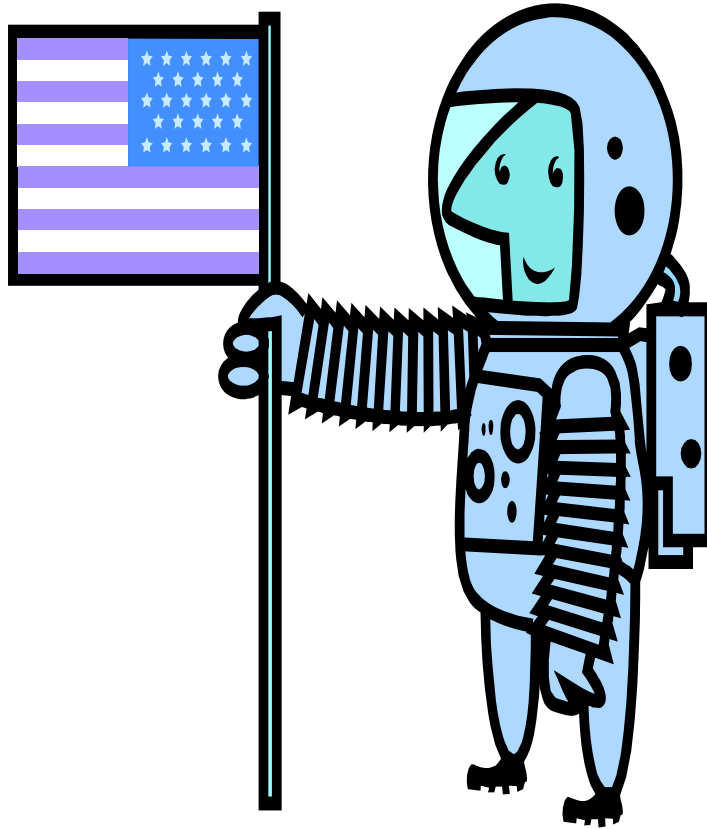
### **Teacher Follow-Up Activities**

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**



**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?

<i><b>Identify the Problem</b></i>	<i><b>Brainstorm Possible Solutions</b></i>	<i><b>Choose a Possible Solution to Try</b></i>	<i><b>Did it Work? If first solution didn't work, try another.</b></i>
The goal is too big. It seems impossible.	<ol style="list-style-type: none"> <li>1. Quit, give up.</li> <li>2. Cut the project up into smaller more manageable pieces.</li> <li>3. Get a bigger jar.</li> </ol>	Tear the picture of the astronaut off of the poster board.	
I'm stuck and can't move forward.	<ol style="list-style-type: none"> <li>1. Quit, give up.</li> <li>2. Get help from friends.</li> <li>3. Cheat.</li> <li>4. Deal with it tomorrow.</li> </ol>	Ask friends to pass the astronaut from desk to desk until it reaches the jar.	

**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?

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**REWARD:** What will I gain if I accomplish my goal?

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**TIMELINE:** When do I want to accomplish my goal?

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**RESOURCES:** What do I have that I can use to accomplish my goal?

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**LIMITATIONS:** What might keep me from accomplishing my goal?

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**PLAN:**

- ❖ What steps will I need to take to accomplish my goal? (Long-Term Goal)

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- ❖ How can I accomplish my goal taking small steps every day or week? (Short-Term Steps)

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- ❖ What limitations or problems do I think might keep me from my goal?

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- ❖ What solutions could I try to solve any problems that might keep me from my goal?

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- ❖ How will I know if I am being successful in working toward my goal?

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- ❖ 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 Standard:**

AD.6: Apply information to revise and implement a personal educational plan for life-long learning.

**Grade Level Expectation(s):**

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 (Attached)

**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 Assessment (acceptable evidence):**

**Student acquired knowledge:** During a post-activity discussion session, students will demonstrate knowledge and understanding of strategies related to setting short term goals, which may include time, location, and conditions to best learn, read, and do homework.

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

Can you get to the cafeteria with a single giant step? Discuss why.  
 What are the essential work/study behaviors that allow students to take small steps towards educational goals?  
 Why is it necessary to know what are the small steps needed towards accomplishing bigger goals?  
 Why are these small steps important?

**Objectives:**

Students will explore ways to plan their studying towards fulfilling their educational goals

Students will become aware, and hopefully, learn from one another, the value of persistence and self-discipline.

**Engagement (Hook):**

Begin by telling the students that today we will play the game “Simon Says.”

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Explain to students that 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. Warn students to try to remember what they learn about their classmates. Provide such directions as those on the “Simon Says” script below.	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 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.”	5. Students listen and take turns in the 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. Go around the circle so that everyone will have the chance to say something. Encourage students to talk about plans to improve their studying and/or their grades.

<b>Unit #1 Title:</b> Educational Plans Are Important
<b>Grade Level:</b> 5
<b>Number of Lessons in Unit:</b> 2 <b>Time Required for each lesson:</b> 30 minutes
<b>Best time of year to implement this Unit:</b> Fall
<b>Lesson Titles:</b> 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 World or United States Wall Maps.  Lesson 2: Goal-Makers Win the Game Materials/Special Preparations Required: “GOALS” activity sheet An indoors over-door plastic basketball goal A basketball or similar ball Writing materials for each student.
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Apply information to revise and implement a personal educational plan for life-long learning.
<b>Grade Level Expectation(s):</b> AD.6.A.05.a.i: Recognize the importance of an educational plan
<b>American School Counselor Association National Standard (ASCA):</b> 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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

Completion of “Why Do I Need A Plan?” Activity Sheet. Completion and discussion of the “GOALS” Worksheet. Discussion of educational and career 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.

**Unit Goals:**

Students will become aware of the importance of an educational plan and goal-setting.

**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

<b>Unit #1 Title:</b> Educational Plans Are Important	
<b>Lesson Title:</b> The Vacation Can Be An Education	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 5	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Apply information to revise and implement a personal educational plan for life-long learning.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.05.a.i: Recognize the importance of an educational plan	
<b>American School Counselor Association National Standard (ASCA):</b> 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 World or United States Wall Maps.
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspective of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

Student completion of the “Why Do I Need A Plan?” Activity Sheet

### Lesson Preparation

#### Essential Questions:

How can an educational plan help me make decisions and 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...Can anyone give me some other examples?

### Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Counselor hands out “Let’s Go To-----“ Activity Sheet. Students are instructed to write their names at the top of the paper.</li> <li>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.</li> <li>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 vacation or trip.</li> <li>4. Approximately 15 minutes into the lesson, hand out other Activity Sheet “Why Do I Need A Plan?” Discuss what could happen</li> </ol>	<ol style="list-style-type: none"> <li>1. Students follow directions.</li> <li>2. Students follow directions and respond.</li> <li>3. Have students write down their suggestions on the paper.</li> <li>4. Students record suggestions.</li> </ol>

<p>if they didn't take care of the things listed on the other side (such as using a map, having money, finding a place to stay, planning activities). Brainstorm ideas and write them down on the Activity Sheet (such as go hungry, get robbed, have to back home, not get to visit places, etc).</p> <p>5. Discuss how having a plan makes for a safe, fun and exciting vacation. Draw a parallel between planning for a vacation and planning for an education. Discuss how students get to choose classes to take in Middle School and High School and point out how they would need to figure out what subjects they enjoy. Students should be encouraged to participate in activities in which they excel. Direct students to write down what they enjoy doing in school.</p> <p>6. Discuss how understanding their strengths and abilities can help them prepare for life choices.</p>	<p>5. Students participate in the discussion, a write subjects and activities they enjoy in school.</p> <p>6. Students write down ...What do I want to accomplish in life (work, family, leisure)?</p>
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## Teacher Follow-Up Activities

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

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

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Name \_\_\_\_\_

Let's Go To \_\_\_\_\_



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

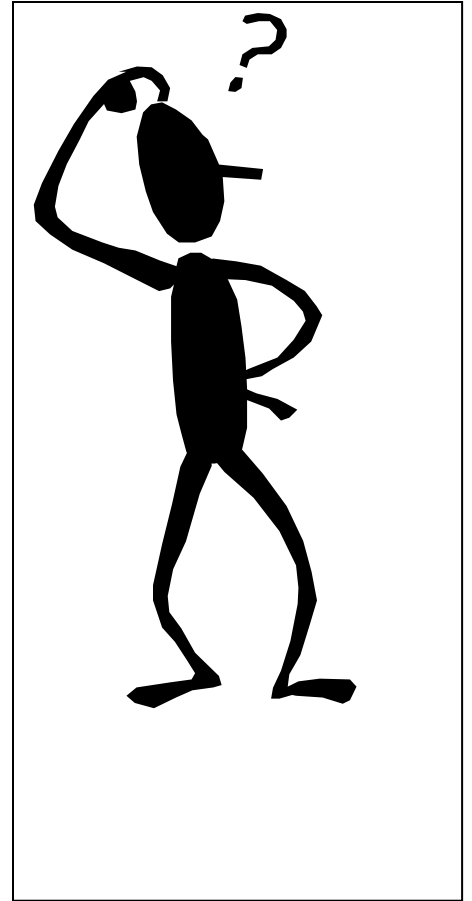
Name \_\_\_\_\_

### Why Do I Need A Plan?



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

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



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

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

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**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 Standard:**

AD.6: Developing and monitoring personal educational plans

**Grade Level Expectation (GLE):**

AD.6.A.05.a.i: 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 over-door plastic basketball goal  
a basket ball or similar 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	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Fine Arts	
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**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

Students will explain and select goals, both long and short-range, and will share orally.  
Student completion of the attached "GOALS" activity sheet.

**Lesson Preparation**

**Essential Questions:** How can educational goals help me make wise decisions and guide my future?

**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**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>Counselor introduces/reviews the word GOAL.</li> <li>Give examples of educational or academic goals. (Short term): <ul style="list-style-type: none"> <li>• Finish all assignments on time.</li> <li>• Do my homework.</li> <li>• Prepare for a test.</li> <li>• Have all my supplies.</li> </ul> (Long term): <ul style="list-style-type: none"> <li>• Make the honor roll the next nine weeks.</li> <li>• Be promoted to the next grade.</li> <li>• Go to college or technical school.</li> <li>• Become a _____ (Favorite career).</li> </ul> </li> <li>Pass out the "Goals" worksheet. Give directions and have students complete the activity. (Collect the completed activity</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students give examples of goals.</li> <li>Students listen.</li> <li>Students complete the worksheet.</li> </ol>
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<p>sheets. Tell students that the activity sheets will be returned the next week by their teacher who will do an extension activity.)</p> <p>4. Explain the word “OPPORTUNITY.” Emphasize that, unless they are retained, this is their only opportunity to do well in 5<sup>th</sup> 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.</p>	<p>4. Students listen and participate.</p>
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### **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 can be 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

**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

Materials/Special Preparations Required:

Two puppets of your choice

*These Are a Few of My Favorite Things* activity sheets

Sharing Circle Talking

Lesson #2: Traveling the Career Paths (Part 1)

Materials/Special Preparation Required:

Mini Poster of the Six Career Paths (1)

Same two puppets from lessons 1 & 2

Musical Selection on tape or CD

Lesson #3: Traveling the Career Paths (Part 2)

Materials/Special Preparation Required:

Mini Poster of the Six Career Paths (1)

Student generated list of jobs (on index cards from Lesson 2)

Same two puppets from previous lesson

Tape/CD Player

1 song Blank Index Cards (5x7) or sentence strips

Board Space for each Career Path

Lesson #4: Name That Career Path

Materials/Special Preparation Required:

Mini-Poster of Career Paths (1)

Career Path Posters (6)

Puppets from lesson #1,2,3

Blank 5x7 index cards or sentence strips

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectations:**

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.

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

**Career Development:**

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

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

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

Performance Task: Students will identify jobs of their parents or a friend and then 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.

**Unit Goals:**

- 1. Students will be able to identify personal likes and dislikes of tasks they do at home and at school.
- 2. Students will identify workers in the school and in their families, and relate their work

- roles to one or more of the 6 career paths.
3. Students will recognize that all kinds of work are important and necessary to our homed school.

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.

**Unit #1 Title:** Developing Awareness of Work and Workers

**Lesson Title:** These Are A Few of My Favorite and Not So Favorite Things **Lesson:** 1 of 4

**Grade Level:** K

**Length of Lesson:** 20-30 minutes

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation (GLE):**

CD.7.A.0K.a.i: Identify likes and dislikes at home and school.

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

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"* 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	
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### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

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

Each student will complete a "*These Are a Few of My Favorite and Not So Favorite Things*" Activity Sheet -- drawing a minimum of one of their favorite things and least favorite things at school and home.

### Lesson Preparation

**Essential Questions:** How do you know what your favorite and not so favorite things are?

#### 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 least favorite things you like to do at school and home?

### Procedures

#### Instructor Procedures:

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 at school and at home.
2. Puppets will interact with students, asking three or four students what their favorite subjects are at school.
3. Puppets will continue the discussion by asking what activities the students like 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 Not So Favorite Things*

#### Student Involvement:

1. Students will respond to questions. Counselor will facilitate students' taking turns, topic focus and every student responding.
2. Students will actively respond to the puppets' questions.
3. Students will actively respond to the puppets' questions.
4. Students will draw one favorite and one least favorite activity to do at school and

<p><i>Activity Sheet.</i> 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.</p> <p>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.</p> <p>6. The counselor asks: How did you decide what you like or don’t like?</p> <p>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.</p> <p>8. Puppets thank the students for allowing them to visit their classroom, and promise to return.</p> <p>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.</p>	<p>home.</p> <p>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” the other students will listen. If class is large, the counselor may want to have half the students share one thing they like best, and other half share what they like least.</p> <p>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.”</p> <p>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).</p> <p>8. Students close with saying, “You’re Welcome” or “Good-Bye” to the puppets.</p>
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### Teacher Follow-Up Activities

<p>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.</p>
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**Counselor reflection notes (completed after the lesson)**

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<p><b><i>My Favorite Things...</i></b></p> <p><i>Draw a picture of at least one of your favorite things.</i></p>	<p><b><i>My Least Favorite Things...</i></b></p> <p><i>Draw a picture of at least one of your least favorite things.</i></p>
<p> <b>at school...</b></p>	<p> <b>at school...</b></p>
<p> <b>at home...</b></p>	<p> <b>at home...</b></p>

**Unit #1 Title:** Developing Awareness of Work and Workers

**Lesson Title:** Traveling the Career Paths (Part 1)

**Lesson:** 2 of 4

**Grade Level:** K

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

Career Development

C. Students will understand the relationship between training and the world of work.

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

(1) Career Path Mini poster of the 6 career paths  
 Index Cards or Sentence Strips (for listing job titles)  
 Same two puppets 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 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	

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	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Unit Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**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 6 career paths  
 Career puppets or hats or pictures that represent each of the 6 career paths

### Procedures

#### Instructor Procedures:

1. Puppets will ask the students to identify jobs that they are aware of.
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 3.
3. Puppet Two will explain that different jobs are for people who like to do different things and activities, reminding them of the previous lesson's discussion on likes and dislikes.
4. The puppets will ask the Kindergarten students, "Did you know that you are on a career path?" When do you think you started your career path? (If the class does

#### Student Involvement:

1. Students will identify jobs.
2. Students will respond to questions asked.
3. Students will listen to the explanation, responding to any questions about the previous lesson's discussion that might be asked.
4. Students will respond accordingly.

<p>not appear aware that they are on a career path, counselor will offer further explanation.)</p> <p>5. The puppets ask students, “What are some things you have learned since starting school? The counselors will write students ideas on the board.</p> <p>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...?</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>5. Students share things they have learned in school (reading, writing, math, listening, being a good friend, paying attention, etc.).</p> <p>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.</p> <p>7. Students will review the career path poster, and listen to the examples.</p> <p>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.</p> <div data-bbox="812 1176 1404 1585" data-label="Diagram"> <pre> graph TD     CP((Career Paths)) --- HP[Helping Path]     CP --- BP[Business Path]     CP --- CPth[Creative Path]     CP --- NP[Nature Path]     CP --- FBTP[Fixing/Building and Technology Path]     CP --- HPth[Heath Path]     </pre> </div> <p>9. Students write their name on the poster and hand it in to the counselor.</p>
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**Teacher Follow-Up Activities**

Teacher will post the career path poster in the classroom.

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



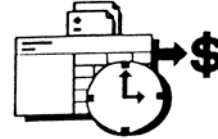
## *Career Path Mini Poster*

*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.***



**Unit #1 Title:** Developing Awareness of Work and Workers

**Lesson Title:** Traveling the Career Paths (Part 2)

**Lesson:** 3 of 4

**Grade Level:** K

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

Career Development

C. Students will understand the relationship between training and the world of work.

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

(6) Posters of the 6 career paths  
(1) Mini Poster used in Lesson 2  
Student generated list of jobs (on index cards from Lesson 2)  
Two puppets from previous lesson  
Music on tape or CD  
Tape or CD player  
Blank Index Cards (5x7) or sentence strips  
Board Space for each Career Path

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### **Unit Assessment (acceptable evidence):**

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

**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:**

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?

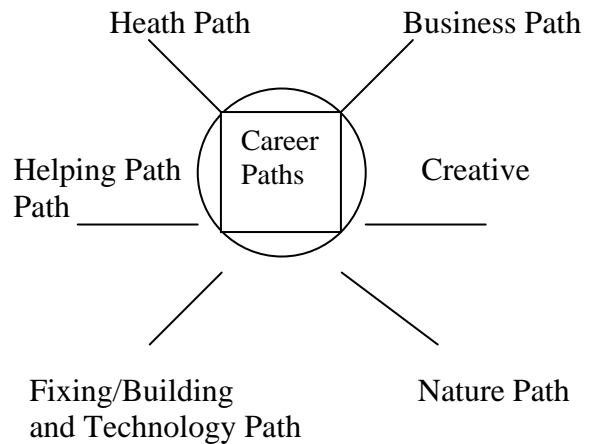
**Engagement (Hook):** Put on some music. Have students form a train or line in the classroom behind the counselor. Start walking around the room in a train form. Say we are making a path in our classroom. Indicate different locations in the room and then take the train of students in that direction (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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The counselor will distribute the mini career path poster from the last class. Same as 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	1. Students will review the career path poster, and listen to the examples.

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.

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.
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?"
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.



2. The students will review the symbols as the counselor/puppets are talking about each career path.
3. Students will offer suggestions.
4. Students will contribute new job titles.

<p>5. Write the name of one Career Path on each of the 6 poster boards or on the “black board” (Career Cards will be placed in columns under the appropriate Career Path.).</p> <p>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.</p>	<p>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.</p> <p>6. The students will take the their mini-poster, home and discuss the Career Paths with their parents or other adults at home.</p>
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### **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)**

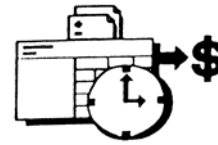
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## ***Career Path Mini Poster*** ***Working Together in Our Community***

### **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.***

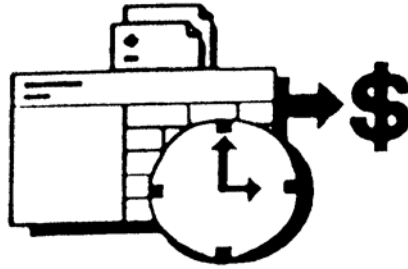


### **Health Path**

(Health Services)

***People who like to care for animals and people.***



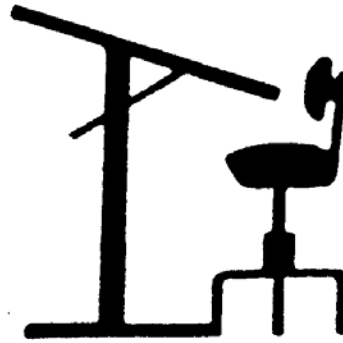


# **Business Path**

(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.





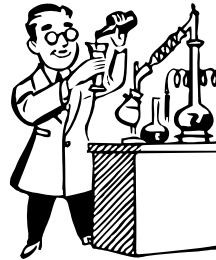
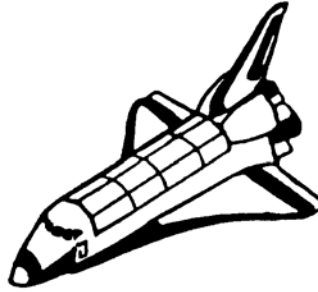


# Nature Path

(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  
& build things.***

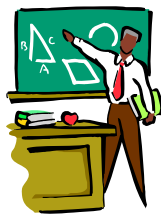


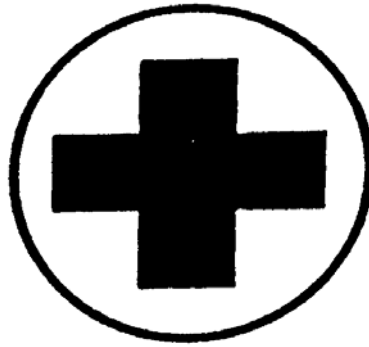


# Helping Path

(Human Services)

***People who like to work  
with people to help make things  
better for others.***

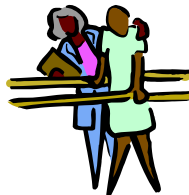




# Health Path

(Health Services)

***People who like to care for  
animals and people.***



**Unit #1 Title:** Developing Awareness of Work and Workers

**Lesson Title:** Name That Career Path

**Lesson:** 4 of 4

**Grade Level:** K

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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 (See lesson 2 of this Unit)  
 6 separate Career Path Posters (post throughout the room)  
 Same two puppets from lessons 1, 2, 3  
 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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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 Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**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 6 career paths.)

### Procedures

#### Instructor Procedures:

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.
2. Puppets say, "Today we are going to play another version the Career Path Game. 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

#### Student Involvement:

1. Students will respond by sharing ideas about jobs and career paths. They will also share that all career paths are important.
2. Students will give names of jobs.
3. The student takes the Career Card to the

<p>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 1<sup>st</sup> learners standing are engaged throughout).</p> <p>4. Once the career path is determined, the puppets will ask students, “What makes this an important job?”</p> <p>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.</p>	<p>Career Path poster that is chosen. Procedure is followed for each job title/career card.</p> <p>4. Students will respond to indicate the unique importance of each job. The puppets will assist those who have difficulty with the answer.</p> <p>5. Students will listen and respond appropriately.</p>
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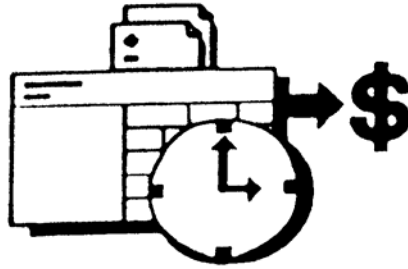
### Teacher Follow-Up Activities

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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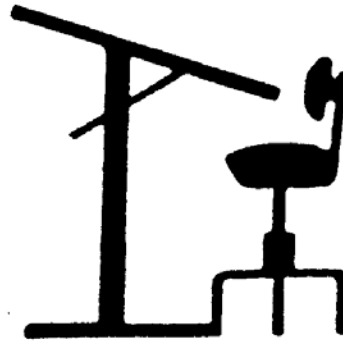
# **Business Path**

(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.***

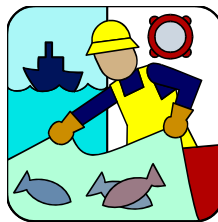


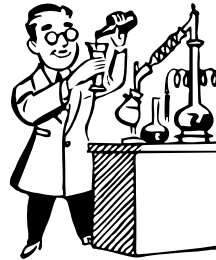
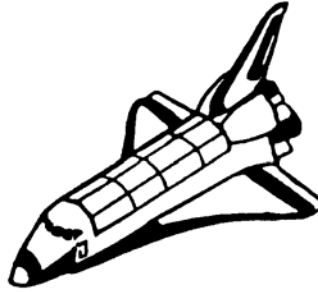


# Nature Path

(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  
& build things.***



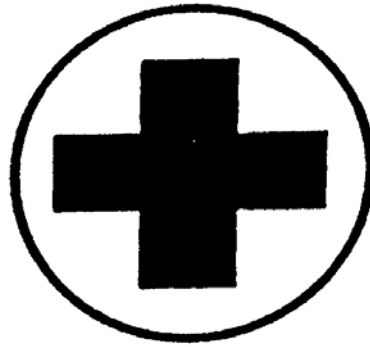


# Helping Path

(Human Services)

***People who like to work  
with people to help make things  
better for others.***

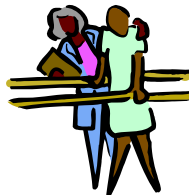




# Health Path

(Health Services)

***People who like to care for  
animals and people.***



<b>Unit #1 Title:</b> Work, Career Paths and Me!	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required:</b> 20-30 minutes/each	
<b>Best time of year to implement this unit:</b> Anytime	
<b>Lesson Titles:</b>	
Lesson #1: Jobs I Like At Home and School	
Materials/Special Preparation Required:	
Classroom Job Chart	
Flip Chart	
Markers	
Sharing Circle Ball	
Lesson #2: Career Paths In My Community	
Materials/Special Preparation Required:	
Career Paths Mini Poster	
Set of Career Puppets (counselor's choice)	
Paper, markers, pencils	
Set of six individual Career Path Posters	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
<b>Grade Level Expectations:</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.

**Unit Assessment (acceptable evidence):**

<p><b>Summative assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b></p> <p>Students will demonstrate ability to identify personal strengths and interests regarding activities at home and at school.</p> <p>Students will match community workers to their corresponding career path.</p> <p>Students will explain the importance of jobs within their families and school.</p>
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<p><b>Brief Summary of Unit:</b></p> <p>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.</p> <p><b>Unit Goals:</b></p> <p>CD.7.A.01.a.i: Students will be able to identify strengths and interests of activities at home and at school.</p> <p>CD.7.B.01.a.i: Students will be able to identify community workers according to their career paths.</p> <p>CD.7.C.01.a.i: Students will explain the importance of jobs within the family and in the school.</p> <p><b>Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?</b></p> <p>Students will have some knowledge of different jobs they do at home and at school.</p> <p>Students will have some familiarity with the career paths.</p>
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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 Standard:**

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

**Grade Level Expectation (GLE):**

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 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)**

Classroom Job Chart  
 Flip Chart  
 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

### **Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>Students will be able to name a personal strength, indicate interests, and explain the importance of jobs to home and school.</p>
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### **Lesson Preparation**

<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why are children expected to do jobs at home? Why are students expected to do jobs at school?</li> <li>2. Why do people need to have jobs at home or school?</li> <li>3. What are some important jobs that people do at home and in your classroom?</li> <li>4. What would happen if people didn't have jobs?</li> </ol> <p><b>Engagement (Hook):</b></p> <p>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 would you do well in the classroom? Are there some classroom jobs that interest you more than others?"</p>
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### **Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>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."</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will listen.</li> </ol>
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<p>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.</p> <p>3. Ask the students to form a circle. The counselor says, “This is our <i>Strength/Interest Circle</i>.” 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).</p> <p>4. On the flip chat write <i>Our Jobs At Home</i>. Create a home job chart using suggestions from the students. The counselor will write the suggestions on the chart.</p> <p>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 interested in doing and what they are good at doing.</p> <p>6. Looking at the 2 job charts (classroom and home), ask the students which jobs are important. <b>What would happen in the classroom if we didn’t have people to do the Jobs?</b> 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. <b>What would we see if the job of paper passer was done well?</b></p>	<p>2. Students’ possible response: 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 it may not be a sport that is a strength for you to perform. Your interest may be working at the computer and strength maybe computer games.</p> <p>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.</p> <p>4. Students will offer suggestions of jobs at home.</p> <p>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.</p> <p>6. Students will generate responses indicating:                 <ul style="list-style-type: none"> <li>• Consequences of no one doing a specific job.</li> <li>• Using strengths to do a job well.</li> <li>• Consequences of no one doing jobs at home.</li> </ul> </p>
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<p>Follow this up by explaining that we would recognize this as being a person's strength. <b>What would happen at home if people didn't do their jobs?</b> Example: If someone didn't do the job of washing the dishes then there would be dirty dishes stacked all over the cabinets.</p> <p>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."</p> <p>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: 1<sup>st</sup> graders need help staying focused on topic.</p>	<p>7. Students give final thoughts if asked.</p> <p>8. Students will share ideas.</p>
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#### 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 Standard:**

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

**Grade Level Expectation (GLE):**

CD.7.B.01.a.i: Identify workers in the local community related to the six (6) career paths.

**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)**

Career Paths Mini Poster  
Set of Career Puppets (counselor's choice)  
Paper, markers, pencils  
Set of six individual 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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.

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>                  Students match community jobs/careers with the appropriate Career Paths.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>                  1. Why do we need workers in our community?</p> <p><b>Engagement (Hook):</b>                  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.</p>
---

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. The counselor asks students, <b>“What skills have you learned since starting school?”</b> The counselor will write the students’ ideas on the board. <b>“Did you know you started on your career path the first day you started preschool or Kindergarten?”</b> 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”.</li> <li>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 your job is working with a career path</li> </ol>	<ol style="list-style-type: none"> <li>1. Students offer suggestions to answer the “Who am I” questions.</li> <li>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.</li> <li>3. Students take turns contributing ideas to the list (Ideas: Reading, writing, math, getting along with others, listening, sitting still, etc.).</li> <li>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 assign Career Path.</li> </ol>

<p>company 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.</p>	
<p>5. Each group will show illustrations to the class to indicate jobs represented in the assigned career path.</p>	<p>5. Groups will share illustrations with the class.</p>
<p>6. Closure: Ask students to identify a skill strength required of one worker in one Career Path.</p>	<p>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.)</p>
<p>7. Career Path illustrations will be displayed in the classroom or in the hallway.</p>	

## 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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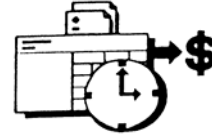
# *Career Path*

## *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)

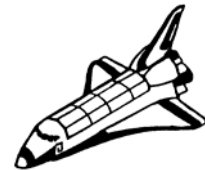
People who like to work outdoors with plants and animals.



### **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.

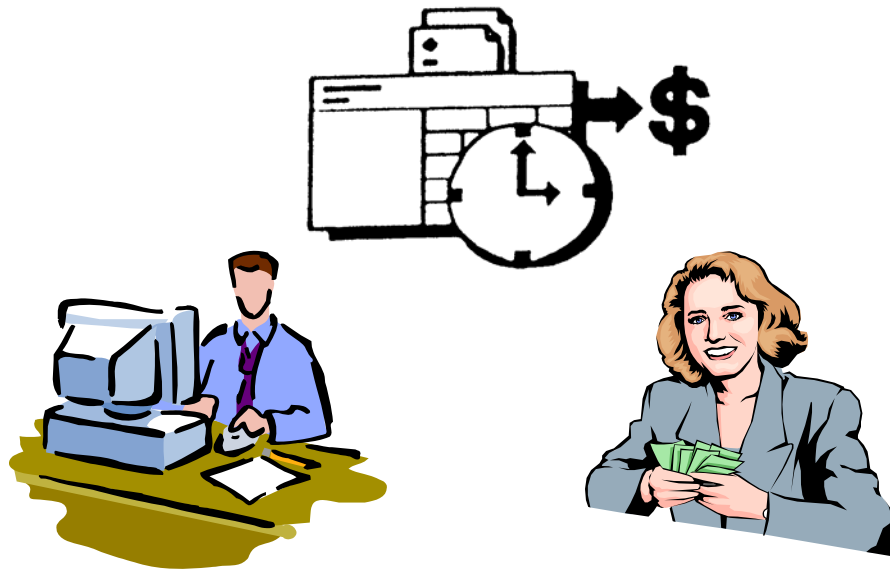


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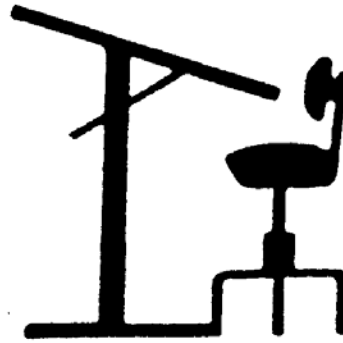


# Business Path

(Business, Management, & Technology)

*People who like to work with numbers and be organized.*





# Creative Path

(Arts & Communications)

*People who like to draw,  
write, or perform.*

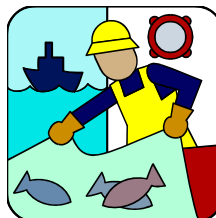


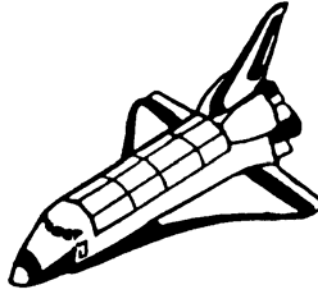


# Nature Path

(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 &  
build things.*

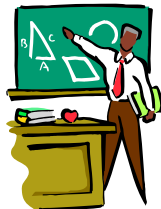


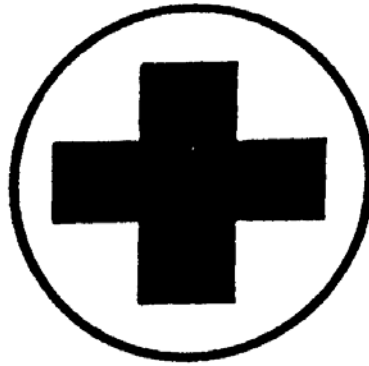


# Helping Path

(Human Services)

*People who like to work  
with people to help make things  
better for others.*

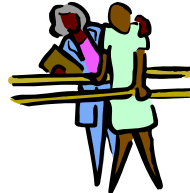




# Health Path

(Health Services)

*People who like to care for  
animals and people.*



**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:

Activity Sheet “New Things to Learn and Explore”

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 Six Career Path Posters

Activity Sheet – Connecting School Skills to the Career Paths

Chalkboard

Flip-Chart

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 Letter

Pencils; Envelopes; Stamps

List of Names/Addresses of Community Workers (local phonebook)

Chalkboard.

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation:**

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.

**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
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 Assessment (acceptable evidence):**

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

**Unit Goals:**

Students will identify new activities and interests that they will like to explore.

Students will be able to identify the academic skills necessary for workers in each of the 6 career paths.

Students will explain the importance of all jobs and workers in their community.



**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.

Knowledge of Christopher Columbus

Vocabulary: Career Path, explore, subject area, skill/strength

**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 Standard:**

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

**Grade Level Expectation (GLE):**

CD.7.A.02.a.i: Identify new activities and interests to explore.

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

Career Development:

C. Students will understand the relationship between training and the world of work.

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

Activity Sheet: *New Things to Learn and Explore*

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 Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. 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:**

Why is it important to know one's own strengths and interests in regard to a future career? Hold up your hand if you have done a "connect the dots" activity. When connecting the dots what did you discover?

**Engagement (Hook):**

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:**

1. Begin by using the "hook." Ask: What is an explorer? What will you do as an explorer?
2. Ask students to reflect on last year's discussion on their strengths and 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?"  
Counselor will instruct students that an interest is something you like to do or you want to learn more about ("I'm interested in reading." "I'm interested in building things."). An activity is something that you participate in at school, home or in the

**Student Involvement:**

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. Students volunteer meaning/examples of strengths/interests.
3. Students volunteer to answers and invite others to volunteer.

<p>community. You can do this on your own or in a group (“I am reading all of the Harry Potter books.” “I am building a log cabin with my Lego’s.”). As appropriate... Say, “We can connect our interests and strengths to our choices of activities. For example, I am reading all the Harry Potter books (activity) because I’m a good reader (skill strength) and am curious about wizardry (interest) OR “I’m listening “ to all the Harry Potter books on tape because I’m a slow reader (lack of skill strength) and a good listener (skill strength) and am curious about wizardry (interest).”</p> <p>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.</p> <p>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.</p> <p>6. Counselor will distribute copies of the Career Path Mini-Poster to students. Instruct students to turn the Activity Sheet over while they review the six career paths. (Students will match each activity and interest with the appropriate career path.)</p> <p>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</p>	<p>4. Students will listen to the instructions.</p> <p>5. Students will write their responses to the first two on the worksheet.</p> <p>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.</p> <p>7. Students will listen and volunteer to tell one “thing” they learned.</p>
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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.	
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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.
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**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:**

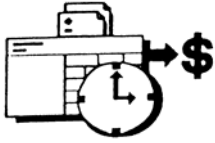
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**These are the Career Paths that my new activities and interests might lead to:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# *Career Path*

## *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 Standard:**

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

**Grade Level Expectation (GLE):**

CD.7.B.02.a.i: Identify the academic skills necessary for workers in the six (6) career paths.

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

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 six Career Path Posters  
 Activity Sheet - *Connecting School Skills to the Career Paths*  
 Chalkboard or flip chart/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)**

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

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**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:

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 on your career path/journey." The counselor will write the list on chalkboard/chart paper.
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 the career paths.
3. The counselor will pass out the Activity Sheet – Connecting School Skills to the Career Paths, and read the instructions.
4. When the students have finished, the

#### Student Involvement:

1. Students will respond that they started their path to a career in preschool or Kindergarten. Students respond with ideas such as: reading, writing, math, listening, and working together.
2. Students will volunteer ideas.  
(reading – teacher, math– banker, music – singer, physical education – sports announcer, writing - journalist)
3. Students will complete the Activity Sheet - individually or in small groups/pairs.
4. Students will rethink, revise, refine/reflect

Created by: L. Lueckenhoff, J. Monteiro-Leitner, S. Sevier and A. Moffatt

<p>counselor will facilitate students' self-assessment of their work making sure they addressed each career path.</p>	<p>about their work results as needed.</p>
<p>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.</p>	<p>5. Students will state one new idea learned.</p>

## 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)**

--

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**

Reading

Spelling

Writing

Music

Computer literacy

Social Studies

Mathematics

Science

Physical Education

Health

Visual Arts

#### **Skills**

Following Rules

Listening

Finishing Work on Time

Working as a Team Member

Taking Turns

Respecting Others and Self

Problem Solving

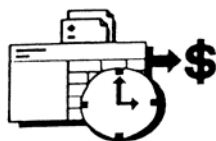
Asking Questions

Encouraging Others

<b>Creative Path</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Health Path</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Helping Path</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Business Path</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Fixing/Building Path</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Nature Path</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# 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)

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### Helping Path

(Human Services)

*People who like to work with people to help make things better for others.*



### Health Path

(Health Services)

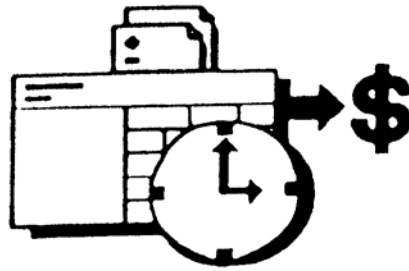
*People who like to care for animals and people.*



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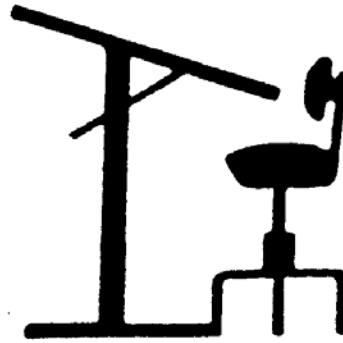


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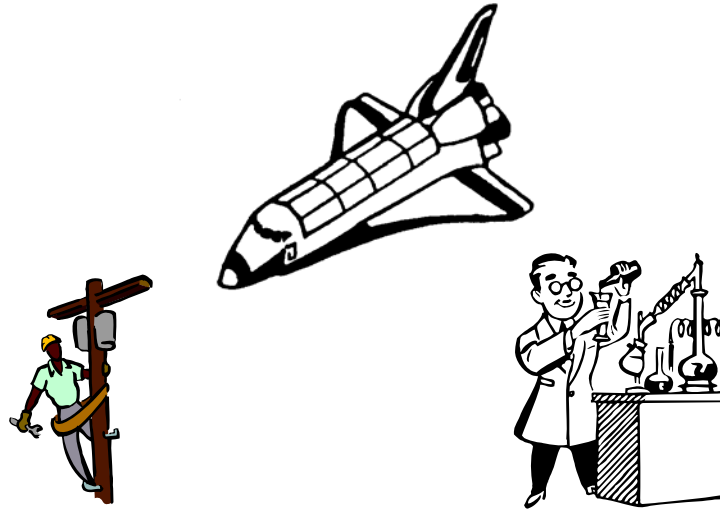
# Nature Path

(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  
& build things.***

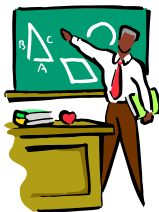




# Helping Path

(Human Services)

***People who like to work  
with people to help make things  
better for others.***

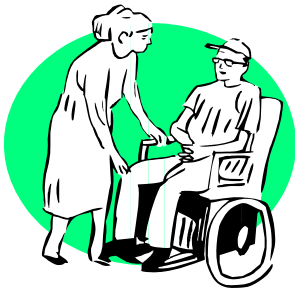




# Health Path

(Health Services)

***People who like to care for  
animals and people.***



**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 Standard:**

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

**Grade Level Expectation (GLE):**

CD.7.C.02.a.i: Explain the importance of jobs and workers in the community.

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

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 Letter (Thank You For Helping Our Community!) and pencils  
 Envelopes/Stamps  
 List of names/addresses of community workers (local phone book)  
 Chalkboard

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**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:	Student Involvement:
1. After the hook, the counselor will instruct students to generate of important jobs in their community. Counselor will write answers on the board,	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 job list. The letter will also explain why the job is so important to the community.	4. Students will choose a worker/job and write a thank you letter.

Created by: L. Lueckenhoff, J. Monteiro-Leitner, S. Sevier, A. Moffatt

(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 postage and for students to put letters into a mailbox.

5. Students will address envelopes. Students will put letters into a U.S. Mailbox.

## 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 ...

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Thumbs-Up and Thank You for doing your job well.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
School

\_\_\_\_\_  
City, State, Zip Code

**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

Pencil, chalkboard, 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

Pencil, chalkboard, 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

Pencil, chalkboard, 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 Standard:**

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

**Grade Level Expectations:**

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 community.



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

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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

CD.7.A.03.a.i: Students will demonstrate knowledge of goal-setting process by listing and explaining in writing.

CD.7.A.03.a.i: Students will write a personal school goal by developing a written plan to reach the goal and will evaluate the success of their actions to accomplish that goal.

CD.7.B.03.a.i: Students will be able to identify academic skills needed for success in careers.

CD.7.C.03.a.i: Students 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 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.

**Unit Goals:**

CD.7.A.03.a.i: Students will identify and apply the steps to setting short-term and long term, personal and educational goals.

CD.7.B.03.a.i: Students will compare and contrast the academic skills required of workers in the different career paths.

CD.7.C.03.a.i: Students will recognize the contributions made by all workers to the school and 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 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

<b>Unit #1 Title:</b> Targeting Careers	
<b>Lesson Title:</b> My School Goal (Part1)	<b>Lesson:</b> 1 of 4
<b>Grade Level:</b> 3	
<b>Length of Lesson:</b> 30 minutes sessions	
<b>Missouri Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals	
<b>Grade Level Expectation:</b> CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.	
<b>American School Counselor Association National Standard:</b> 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, chalkboard, chalk
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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
	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
	Respect	X	Goal Setting	X	Decision making

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will explain, orally and in writing the step-by-step process for goal setting.

### Lesson Preparation

#### Essential Questions:

What are some of your accomplishments? What is your greatest accomplishment at home or at school? How did accomplishing this goal affect you and the people around you?

#### Engagement (Hook):

“Think about something they 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:	Student Involvement:
<p>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). Divides students into groups of four by counting off. The instructor explains that the students are going to brainstorm ideas together. <b>Who will explain what brainstorming means?</b> Brainstorming is when students come up with a variety of ideas to answer a question.</p> <p>a. The instructor asks students to brainstorm words to complete the sentence: <b>What is a goal?</b></p> <p>b. Students brainstorm the following: <b>What are ideas for personal goals? What are ideas for educational goals?</b></p> <p>Personal Goal: A personal goal is something you want to learn or improve on in your life.          Example: I want to improve my basketball</p>	<p>1. Students number off. 2 or 3 students will explain the process of brainstorming to the class and get into their groups.</p> <p>a. Students brainstorm what they think a goal is. Possible responses:</p> <ul style="list-style-type: none"> <li>• A goal is something a person wants to accomplish or improve.</li> <li>• Something I want to improve.</li> </ul> <p>b. Students brainstorm ideas on what a personal goal is and what an educational goal is:</p>

<p>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."</p> <p>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.</p> <p>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.</p> <p>b. 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.</p> <p>3. Introduce the steps in setting goals.</p> <p>a. Goal - Choose goal</p> <p>b. Discuss - Discuss the goal with the teacher or friend, if necessary.</p> <p>c. Plan - The student makes a step-by-step plan and writes it down.</p> <p>1) How do I start my goal?</p> <p>2) What will help me complete it?</p> <p>3) What actions will I take to reach my goal?</p> <p>d. Timeline - Set a timeline (beginning and ending date and time).</p> <p>e. Self-Assess – How will you check your goal.</p> <p>f. Evaluate- the students will evaluate their success at the end of the timeline.</p> <p>4. Students are given an Activity Sheet "The Steps For Setting a Goal" to write the step-by step process for goal setting.</p> <p>5. Tell students to discuss in small groups what would happen if one of the steps in the process were left out.</p>	<p>2. Discuss possible responses and write their responses on a piece of paper to share with the class. Groups share their ideas.</p> <p>3. Review steps in setting a goal:</p> <p>4. Students will complete the sheet and review the steps with the class to self-assess their ability to recall the steps.</p> <p>5. Students brainstorm and share ideas.</p>
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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.
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### **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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# “Step for Setting a Goal”

## Student Activity Sheet



### THE STEPS FOR SETTING A GOAL

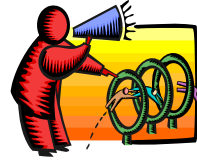
Name \_\_\_\_\_ Date \_\_\_\_\_

#### STEPS:

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

# “Step 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?



<b>Unit #1 Title:</b> Targeting Careers	
<b>Lesson Title:</b> My School Goal (Part 2)	<b>Lesson:</b> 2 of 4
<b>Grade Level:</b> 3	
<b>Length of Lesson:</b> 30 minutes sessions	
<b>Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals	
<b>Grade Level Expectation:</b> CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.	
<b>American School Counselor Association National Standard:</b> 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 Pencil, chalkboard, chalk
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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
	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

	Respect	X	Goal Setting	X	Decision making
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**Lesson Assessment (acceptable evidence):**

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

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

Students will complete a written plan of a short-term educational goal.

**Lesson Preparation****1. Essential Questions:**

How do people use short-term goals?

How do people use long-term goals?

**2. Engagement:** Put a trashcan in the middle of the floor and wad up a piece of paper.

Throw the paper toward the trashcan 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)

**Procedures****Instructor Procedure:**

- 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:**

- Short-term goal is a goal that can be accomplished in a short period of time.
  - Long-term goal is a goal that is worked on over an extended period of time.
- The instructor reviews the steps to setting a goal with the students. Refer to Activity Sheet "Steps for Setting Goals" in lesson 1.

**Student Involvement:**

- Students share their ideas.

- Review the steps in setting goals.

- Goal - Choose goal
- Discuss - Discuss the goal with the teacher or friend, if necessary.
- Plan - The student makes a step-by-step plan and writes it down.
  - How do I start my goal?
  - What will help me complete it?
  - What actions will I take to reach my goal?
- Timeline - Set a timeline (beginning and ending date and time).

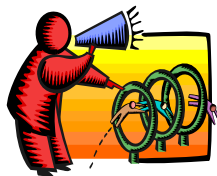
<p>3. The instructor assists each student in developing a <u>short-term</u> educational goal sheet to complete by the next class session. Use the Weekly Goal Sheet. Remind the students that an educational goal is related to school.</p> <p>4. Once the plans are complete the instructor asks a few of the students to review their goal and plan with the class.</p> <p>5. The counselor gives each student a “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”. 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.</p>	<p>e. Self-Assess – How will you check your goal.</p> <p>f. Evaluate- the students will evaluate their success at the end of the timeline.</p> <p>3. The students complete the goal sheet, and discuss their educational goal and plan with another student or the instructor.</p> <p>4. Volunteer share short-term goals and plans.</p> <p>5. Students agree to work on accomplishing their goal over the next week. The students will write their names, the date, and their short-term educational goals on their “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”. 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.</p>
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### 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)

## ***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)?

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5) How did I do (evaluate)?

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**Student Mini Goal Sheet**

<p style="text-align: center;"><b><i>My Goal Sheet</i></b></p> <p><b>Name</b> _____</p> <p><b>Date</b> _____</p> <p><b>Goal 1</b> _____</p> <p>Feedback before next session: Mark daily: <b>1. Did a good job    2. OK    3. Keep working</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"><tr><th style="padding: 2px 10px;">Monday</th><th style="padding: 2px 10px;">Tues.</th><th style="padding: 2px 10px;">Wed.</th><th style="padding: 2px 10px;">Thurs</th><th style="padding: 2px 10px;">Friday</th></tr><tr><td style="height: 30px;"></td><td></td><td></td><td></td><td></td></tr></table> <p><b>Comments:</b> _____</p>	Monday	Tues.	Wed.	Thurs	Friday						<p style="text-align: center;"><b><i>My Goal Sheet</i></b></p> <p><b>Name</b> _____</p> <p><b>Date</b> _____</p> <p><b>Goal 1</b> _____</p> <p>Feedback before next session: Mark daily: <b>1. Did a good job    2. OK    3. Keep working</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"><tr><th style="padding: 2px 10px;">Monday</th><th style="padding: 2px 10px;">Tues.</th><th style="padding: 2px 10px;">Wed.</th><th style="padding: 2px 10px;">Thurs</th><th style="padding: 2px 10px;">Friday</th></tr><tr><td style="height: 30px;"></td><td></td><td></td><td></td><td></td></tr></table> <p><b>Comments:</b> _____</p>	Monday	Tues.	Wed.	Thurs	Friday					
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<b>Unit #1 Title:</b> Targeting Careers	
<b>Lesson Title:</b> My School Goal (Part 3)	<b>Lesson:</b> 3 of 4
<b>Grade Level:</b> 3	
<b>Length of Lesson:</b> 30 minutes sessions	
<b>Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals	
<b>Grade Level Expectation:</b> CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.	
<b>American School Counselor Association National Standard:</b> Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.	

**Materials and Resources (include handouts or supporting documents)**

<i>"My Goal Sheet"</i> Student Mini Goal Sheet <i>"My School Goal"</i> Weekly Goal Sheet completed during lesson 2 Pencil, chalkboard, chalk
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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
	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
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	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

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

### Lesson Assessment (acceptable evidence):

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

Students will review their weekly goal sheet and evaluate the success of their actions toward and accomplish of their goal (self-assessment- Rethink- Revise/Refine-Reflect).

### Lesson Preparation

#### Essential Questions:

What does evaluation mean? Why are you evaluated at school?

**Engagement:** Evaluate 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 evaluated their days as they did.

### Procedures

#### Instructor Procedures:

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?**
2. Students are given the weekly goal setting plan they completed during the last session to review and evaluate the success of their actions.
3. Students are asked to write their self-evaluation feedback on the plan they developed in lesson 2.
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.
5. At the end of class the instructor asks students to continue to set short term goals for their schoolwork.

#### Student Involvement:

1. Students brainstorm their ideas in small group and share their ideas with the larger group.
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 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. Students share their self-evaluation feedback and/or a "Big Idea" they learned.
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)**



### Student Mini Goal Sheet

<p style="text-align: center;"><b><i>My Goal Sheet</i></b></p> <p><b>Name</b> _____</p> <p><b>Date</b> _____</p> <p><b>Goal 1</b> _____</p> <p>_____</p> <p>Feedback before next session: Mark daily: <b>1. Did a good job    2. OK    3. Keep working</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"><tr><th style="padding: 2px;">Monday</th><th style="padding: 2px;">Tues.</th><th style="padding: 2px;">Wed.</th><th style="padding: 2px;">Thurs</th><th style="padding: 2px;">Friday</th></tr><tr><td style="height: 30px;"></td><td></td><td></td><td></td><td></td></tr></table> <p><b>Comments:</b> _____</p>	Monday	Tues.	Wed.	Thurs	Friday						<p style="text-align: center;"><b><i>My Goal Sheet</i></b></p> <p><b>Name</b> _____</p> <p><b>Date</b> _____</p> <p><b>Goal 1</b> _____</p> <p>_____</p> <p>Feedback before next session: Mark daily: <b>1. Did a good job    2. OK    3. Keep working</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"><tr><th style="padding: 2px;">Monday</th><th style="padding: 2px;">Tues.</th><th style="padding: 2px;">Wed.</th><th style="padding: 2px;">Thurs</th><th style="padding: 2px;">Friday</th></tr><tr><td style="height: 30px;"></td><td></td><td></td><td></td><td></td></tr></table> <p><b>Comments:</b> _____</p>	Monday	Tues.	Wed.	Thurs	Friday					
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Monday	Tues.	Wed.	Thurs	Friday																	

**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 Standard:**

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

**Grade Level Expectation:**

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 National Standard (ASCA):**

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	
	Fine Arts	

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### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

Students 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:

1. What contributions do workers make to our school and community, and why are these contributions important?
2. What are the academic skills required of workers in the various career paths? How do these skills help workers to be successful?

#### 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:

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).
2. Counselor asks the students: "What is a hero?" Counselor should emphasize that a hero helps to make things better. Let's make a list of community workers that would be considered heroes in our community. The

#### Student Involvement:

1. Students work together to recall the names of the six career paths and their description.  
Partners share their ideas with the class.
2. Students contribute names of jobs in our community that would be considered local heroes (e.g. teachers, doctors, nurses, firefighters, police officers)

<p>counselor will write the list on the board.</p> <p>3. Group students in an even number of groups; and give each group 2 or 3 pictures from <i>the Job Picture Activity Sheet</i>. Three students in the group are selected to do the following group job:</p> <ul style="list-style-type: none"> <li>• <u>Leader</u> – This person guides the discussion. The Leader should be a strong leader and not bossy.</li> <li>• <u>Recorder</u> – This person takes notes for the group. The Recorder should be a good note taker to record the answers to the questions listed on <i>The Career of a Community Hero</i>.</li> <li>• <u>Reporter</u> – 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.</li> </ul> <p>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?</p> <p>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.</p> <p>6. The Leader for each group will explain the comparison exercise.</p> <p>7. In conclusion, ask each group to identify one important point they learned from this activity.</p>	<p>3. Groups assign the roles of group members.</p> <p>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.</p> <p>5. Reporters take notes for each group’s discussion.</p> <p>6. Class listens as the Leaders for each group presents their comparisons.</p> <p>7. Previous Reporters for each group will share the group’s new learning with the class.</p>
---	--

**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:

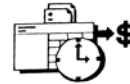
***Creative Path***



***Helping Path***



***Business Path***



***Fixing, Building  
and Technology Path***














***Health Path***















***Nature Path***

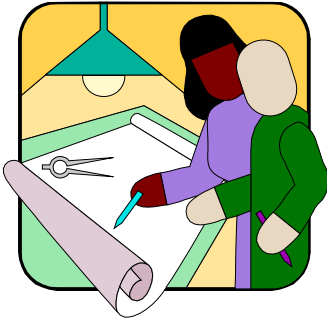









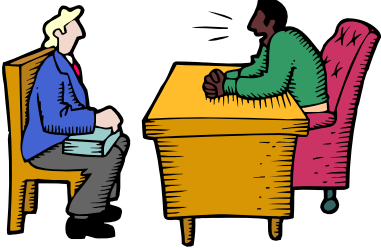



Job Picture Activity Sheet

 <p><b>Farmer</b></p>	 <p><b>Astronaut</b></p>	 <p><b>Delivery Person</b></p>
 <p><b>Computer Programmer</b></p>	 <p><b>Bus Driver</b></p>	 <p><b>Optometrist</b></p>
 <p><b>Manicurist</b></p>	 <p><b>Photographer</b></p>	 <p><b>Camera Person</b></p>
 <p><b>Teacher</b></p>	 <p><b>Sanitation Worker</b></p>	 <p><b>Welder</b></p>

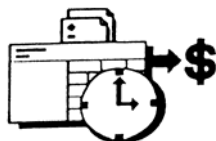
 <p><b>Chef</b></p>	 <p><b>House Keeper</b></p>	 <p><b>Lawn Care Person</b></p>
 <p><b>Bricklayer</b></p>	 <p><b>Receptionist</b></p>	 <p><b>Pediatrician</b></p>
 <p><b>Physical Therapist</b></p>	 <p><b>Pet Groomer</b></p>	 <p><b>Construction Worker</b></p>
 <p><b>Veterinarian</b></p>	 <p><b>Carpenter</b></p>	 <p><b>Gas Station Attendant</b></p>



 <p><b>Architect</b></p>	 <p><b>Singer</b></p>	 <p><b>Police Officer</b></p>
 <p><b>Banker</b></p>	 <p><b>Artist</b></p>	 <p><b>Meteorologist</b></p>
 <p><b>Clergy</b></p>	 <p><b>Zoo Keeper</b></p>	 <p><b>Forest Ranger</b></p>
 <p><b>Actor</b></p>	 <p><b>Counselor</b></p>	 <p><b>Taxi Driver</b></p>

# *Career Path*

## *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)

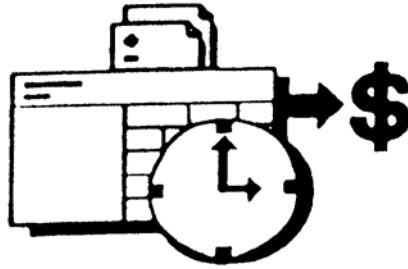
People who like to care for animals and people.



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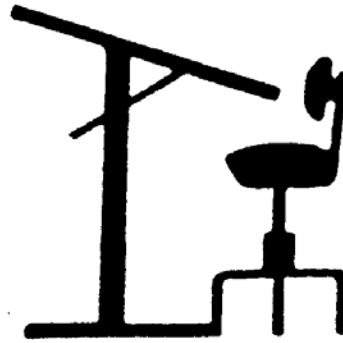


# **Business Path**

(Business, Management, & Technology)

***People who like to work  
with numbers and be  
organized.***





# Creative Path

(Arts & Communications)

People who like to draw,  
write, or perform.

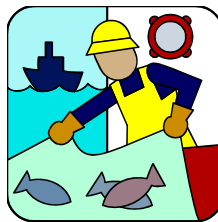


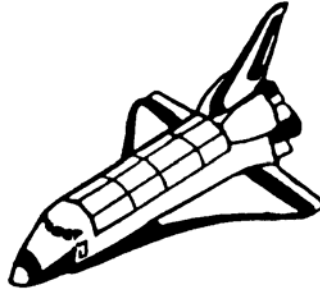


# Nature Path

(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  
& build things.***

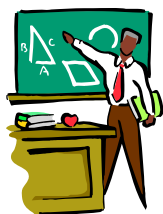




# Helping Path

(Human Services)

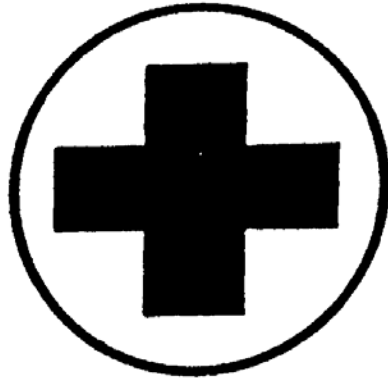
***People who like to work  
with people to help make  
things better for others.***



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# Health Path

(Health Services)

***People who like to care for  
animals and people.***



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**Unit #1 Title:** 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 Sheet

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 Standard:**

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

**Grade Level Expectation:**

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 the six career paths.

CD.7.C.04.a.i: Recognize the contributions of all jobs to 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.

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
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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):**

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

**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 matching preferences to possible careers.

Students will use career software and other career exploration resources to discover opportunities in a variety of occupations.

**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: Students will compare personal and educational interests and strengths with those of workers in the local community.

CD.7.B.04.a.i: Students will identify and "sample" school and community resources that are available for exploration of the six career paths.

CD.7.C.04.a.i: Students will 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

**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 Standard:**

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

**Grade Level Expectation:**

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 National Standard (ASCA):**

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 Assessment (acceptable evidence):

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

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

Work Sample: Students 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. They will identify at least five occupations that match their preferences AND two occupations that appear to not match their preferences. 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:

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.
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.
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

#### Student Involvement:

1. Students listen.
2. Students will complete the Activity Sheet and total their yes/no/maybe responses in each area.
3. Students will compare their responses on the sheet to the attributes of local workers. They may use the Career Paths poster for assistance.

<p>community workers might use in the jobs pictured.</p> <p>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.</p> <p>5. Counselor will guide students in developing a list of jobs that match students' preferences.</p> <p>6. The counselor will instruct the students to choose five community workers from the <i>Job Activity Picture Sheet</i> 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.)</p> <p>7. The counselor will ask each student to tell one new thing that they learned about him or herself during the lesson.</p> <p>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).</p>	<p>4. Students will review the career path mini poster and use it as a reference when comparing attributes.</p> <p>5. Students will create a list:</p> <ul style="list-style-type: none"> <li>• This job appears to match me.</li> <li>• This job does not appear to match me.</li> </ul> <p>6. Students will choose five community workers from the <i>Job Activity Picture Sheet</i> 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.</p> <p>7. Students will reflect and give their answers.              Respond to:              I learned _____ about myself.</p> <p>8. Students will turn in Activity Sheets.</p>
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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.

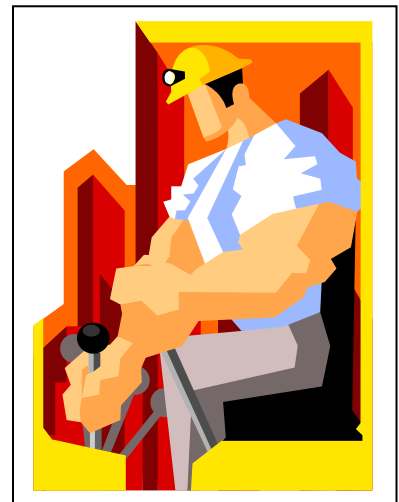
1. Do you like to work with:

- 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

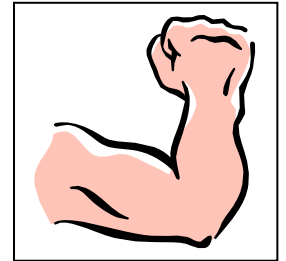




3. Do you think you would be willing to:
- a. \_\_\_\_\_work 10 to 12 hours each day
  - b. \_\_\_\_\_work very early in the morning
  - c. \_\_\_\_\_work in the evening or during the night
  - d. \_\_\_\_\_work on weekends, if necessary
  - e. \_\_\_\_\_travel and be away from home a lot
  - f. \_\_\_\_\_get 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



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 poster and figure out careers and career paths that fit you best!

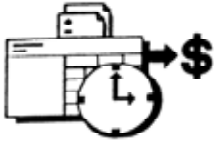
(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI -55)

## *Career Path* *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.*


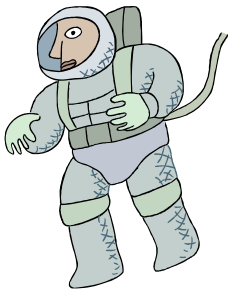



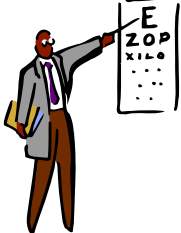





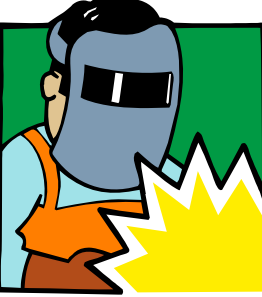


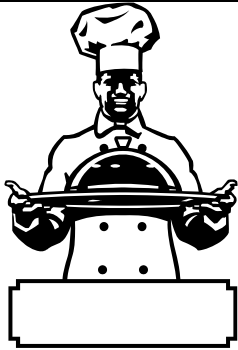







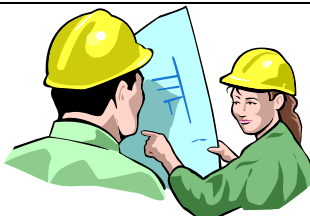



Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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Job Picture Activity Sheet

 <p><b>Farmer</b></p>	 <p><b>Astronaut</b></p>	 <p><b>Delivery Person</b></p>
 <p><b>Computer Programmer</b></p>	 <p><b>Bus Driver</b></p>	 <p><b>Optometrist</b></p>
 <p><b>Manicurist</b></p>	 <p><b>Photographer</b></p>	 <p><b>Camera Person</b></p>
 <p><b>Teacher</b></p>	 <p><b>Sanitation Worker</b></p>	 <p><b>Welder</b></p>

 <p><b>Chef</b></p>	 <p><b>House Keeper</b></p>	 <p><b>Lawn Care Person</b></p>
 <p><b>Bricklayer</b></p>	 <p><b>Receptionist</b></p>	 <p><b>Pediatrician</b></p>
 <p><b>Physical Therapist</b></p>	 <p><b>Pet Groomer</b></p>	 <p><b>Construction Worker</b></p>
 <p><b>Veterinarian</b></p>	 <p><b>Carpenter</b></p>	 <p><b>Gas Station Attendant</b></p>

 <p><b>Architect</b></p>	 <p><b>Singer</b></p>	 <p><b>Police Officer</b></p>
 <p><b>Banker</b></p>	 <p><b>Artist</b></p>	 <p><b>Meteorologist</b></p>
 <p><b>Clergy</b></p>	 <p><b>Zoo Keeper</b></p>	 <p><b>Forest Ranger</b></p>
 <p><b>Actor</b></p>	 <p><b>Counselor</b></p>	 <p><b>Taxi Driver</b></p>

**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 Standard:**

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

**Grade Level Expectation:**

CD.7.B.04.a.i: Identify school and community resources available for exploration of the six career paths.

**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)**

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 *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 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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		Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.  
 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, conduct a Webquest; 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**

<b>Instructors Procedures:</b>	<b>Students Involvement:</b>
<p>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.</p> <p><i><b>Note:</b> This lesson plan is formatted using three difference options for accessing career resources.</i></p> <p><i>a. The first option is using computer</i></p>	<p>1. Students listen to the examples of different resources and share ideas about resources during essential questions.</p>



<p><i>software (Example: Career exploration software, such as Paws In Jobland (Bridges.com), Coin Climb (<a href="http://www.coin3.com">www.coin3.com</a>)).</i></p> <p><i>b. The second option is using a resource book for career exploration (Example: Children's Dictionary of Occupational Titles).</i></p> <p><i>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.).</i></p> <p><b>2. Option 1:</b> The counselor boots up the <i>Jobland</i> Program. The counselor familiarizes the class with the icons used in the <i>Jobland</i> program.</p> <p>NOTE: Counselor will strive to have computers available for each student. Counselor will determine best way to ensure greatest hands on experience.</p> <p>3. The counselor selects a student to assist with the demonstration, clicking on the icon to begin the program.</p> <p>NOTE: This is an opportunity for those who may not have access to computers at home to gain experience.</p> <p>4. The counselor instructs the student to click on <i>Jobland</i>. Counselor tells students some general information about <i>Jobland</i>.</p> <p>5. The counselor selects another student to click on one of the buildings in <i>Jobland</i> (this can be counselor choice or student choice).</p> <p>6. From the pop up menu for that building, the student or counselor will read aloud the list of options. One option is selected.</p> <p>7. Steps 5 and 6 are repeated, as time allows.</p> <p>8. Counselor tells the class that there are 100</p>	<p>2. The students observe the method of booting up a computer.</p> <p>3. Students listen to the opening statements from Paws.</p> <p>4. Students watch the software and listens to the explanation of <i>Jobland</i>.</p> <p>5. Students watch the demonstration. Students may encourage buildings to choose.</p> <p>6. Students watch and listen to the description of the selected career.</p> <p>7. Additional students will be chosen to assist the exploration.</p> <p>8. Students listen to the explanation and</p>
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<p>careers in the <i>Jobland</i> program, showing them the alphabetical list.</p> <p>9. Counselor leads class in the <i>Jobland</i> Job Finder assessment. When the Job Finder is complete, it indicates which area of <i>Jobland</i> might be of most interest, based on the students' responses.</p> <p>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)</p> <p>11. <b>Option 2:</b> Counselor divides students into groups of 3-4 students. A career resource book                  (Example Resource: <i>Children's Dictionary of Occupations</i>) is given to share in each group. Each student will also be given a job picture from the <i>Job Activity Picture Sheet</i> or select career to research based on what they discovered about themselves when they completed "<i>Where Do I Fit</i>" (Lesson 1). The students are also given a job research sheet "<i>A Job I'm Interested in Finding Out More About...</i>" to use with the resource book to research about a certain job.</p> <p>12. The counselor asks the students to use career information resources to complete the Activity Sheets and share their work.</p> <p>13. <b>Option 3:</b> 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:</p> <ul style="list-style-type: none"> <li>• Introduction of Self</li> <li>• Job Title</li> <li>• Description of Job</li> </ul>	<p>name jobs they hope are on the list.</p> <p>9. Students help complete the assessment by responding to the questions. Students continue to share responses.</p> <p>10. Students review where computers are located.</p> <p>11. Students divide into groups. Each student selects a job picture or selects a job to research. Each student completes a job Research Sheet.</p> <p>12. Students share their research with the class.</p> <p>13. Students will listen to the classroom speaker(s) and ask appropriate questions.</p>
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<ul style="list-style-type: none"> <li>• Job Training Needed</li> <li>• School Skills They Use on the Job (i.e. math, science, reading, writing)</li> <li>• Demonstration of Equipment (if needed)</li> </ul>	
<p>14. The students are given a Job Research Activity Sheet “<i>A Job I’m Interested in Finding Out More About...</i>” to complete while listening to the speaker.</p>	<p>14. Students will complete worksheet.</p>
<p>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.</p>	<p>15. Students will participate in the review of resources and what they have learned.</p>

## 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)**

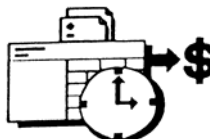
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## *Career Path* *Working Together in Our Community*

### **Business Path**

(Business, Management, & Technology)

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.



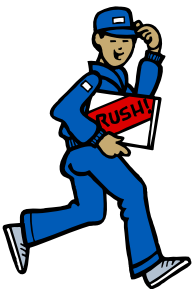











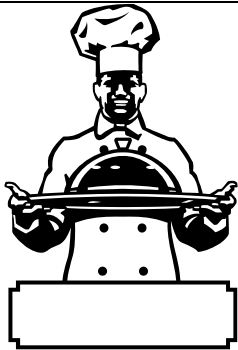







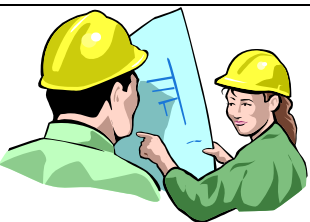



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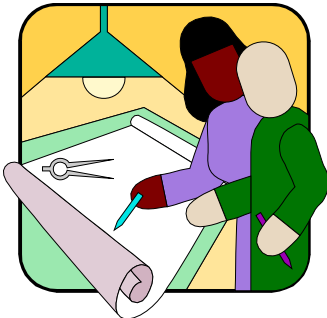




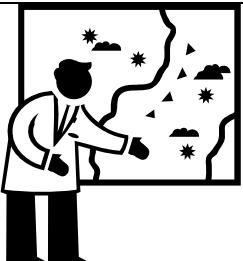




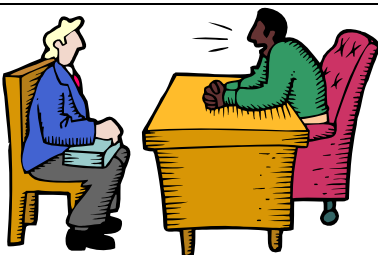
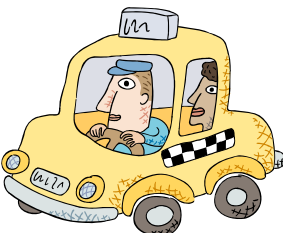
Linking School Success to Life Success

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Job Picture Activity Sheet

 <p><b>Farmer</b></p>	 <p><b>Astronaut</b></p>	 <p><b>Delivery Person</b></p>
 <p><b>Computer Programmer</b></p>	 <p><b>Bus Driver</b></p>	 <p><b>Optometrist</b></p>
 <p><b>Manicurist</b></p>	 <p><b>Photographer</b></p>	 <p><b>Camera Person</b></p>
 <p><b>Teacher</b></p>	 <p><b>Sanitation Worker</b></p>	 <p><b>Welder</b></p>

 <p><b>Chef</b></p>	 <p><b>House Keeper</b></p>	 <p><b>Lawn Care Person</b></p>
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 <p><b>Architect</b></p>	 <p><b>Singer</b></p>	 <p><b>Police Officer</b></p>
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 <p><b>Actor</b></p>	 <p><b>Counselor</b></p>	 <p><b>Taxi Driver</b></p>

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.*





**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 4<sup>th</sup> 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 Standard:**

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

**Grade Level Expectations:**

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 self-satisfaction that comes from completing a work responsibility.

**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
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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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 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 compare/contrast "Where Do I Fit" Activity Sheets of working conditions completed in grade 4 with grade 5 "Where Do I Fit" Activity Sheet. Students will interview a worker and complete "How Times Have Changed" Activity Sheet regarding how his/her job has changed over the past 10 years, and how those changes have benefited him/her and the job outcome.

**Brief Summary of Unit:**

Students will complete a second "Where Do I Fit" Activity Sheet and compare the 5<sup>th</sup> 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 parent or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.

**Unit Goals:**

CD.7.A.05.a.i: Students will compare personal and educational interests and strengths with those of workers in the global community.

CD.7.B.05.a.i: Students will describe occupational changes that have occurred over time within the six career paths.

CD.7.C.05.a.i: Students will know the self-satisfaction that comes from completing a work responsibility.

**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

**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 Standard:**

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

**Grade Level Expectation (GLE):**

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 self-satisfaction that comes from completing a work responsibility.

**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 4<sup>th</sup> 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

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

Students will complete a new Activity Sheet indicating individual preferences. They will compare these preferences with their in grade 4, preferences contrasting the two sets of responses. Using the Career Paths Mini Poster, students will select a career that matches their preferences.

### Lesson Preparation

#### Essential Questions:

1. Why is it important for things to change in the world?
2. How have you changed over the years? How were those changes important to you?
3. 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:	Student Involvement:
<ol style="list-style-type: none"> <li>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 decisions for his/her own life and/or work satisfaction. Ask 3 or 4 students to explain one change in their interests since Kindergarten.</li> <li>2. Counselor will distribute the new copy of the <i>Where Do I Fit?</i> Activity Sheet. Students will be given time to "read-through" the</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and contribute personal change.</li> <li>2. Students will complete the worksheet.</li> </ol>

<p>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 (*).</p> <p>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 5<sup>th</sup> 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.</p> <p>4. When students are finished, counselor will then ask the students to look at the list of workers on the Mini Poster – <i>Jobs in the World of Work</i>, 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.</p> <p>5. Each student will choose a minimum of 5 workers from the list that they identify 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.).</p> <p>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.</p>	<p>3. Students will compare their answers on the worksheet to the 4<sup>th</sup> grade results.</p> <p>4. Students will compare their 5<sup>th</sup> grade responses to the preferences of workers in the Career Paths.</p> <p>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.</p> <p>6. Students will reflect and give their responses.</p>
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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)**

NAME \_\_\_\_\_ GRADE \_\_\_\_\_

## WHERE DO I FIT???

### (Fifth Grade Self Assessment)

Ever wonder what you'll do best at when you grow up? Do you think about your skills and talents and that 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 not answer yes or no to all questions.

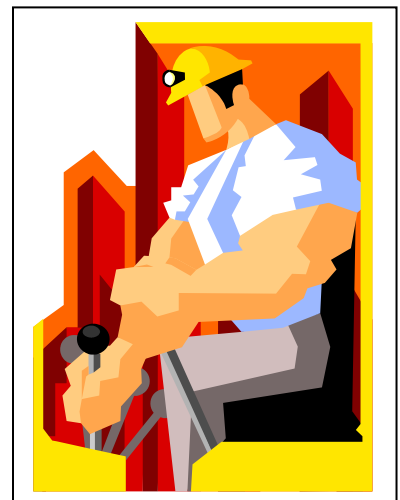
1. Do you like to work with:

- 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:

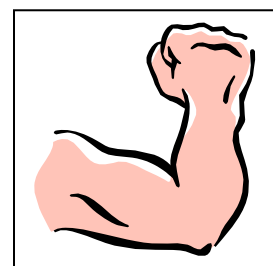
- a. \_\_\_\_\_ be outdoors
- b. \_\_\_\_\_ be inside
- c. \_\_\_\_\_ move around a lot
- d. \_\_\_\_\_ stay in one place
- e. \_\_\_\_\_ be with other people
- f. \_\_\_\_\_ spend time alone
- g. \_\_\_\_\_ make/fix things
- h. \_\_\_\_\_ talk to people





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



7. Are you willing to:

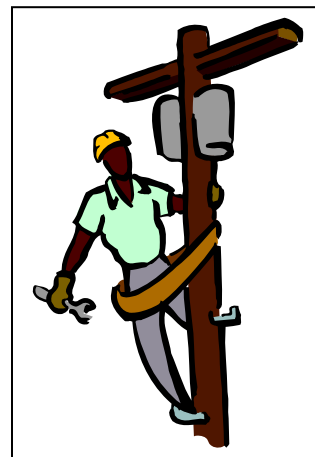
- a. \_\_\_\_\_be neat, clean, and dressed nicely while you are working
- b. \_\_\_\_\_be on time for work and regular in your attendance on the job
- c. \_\_\_\_\_get your hands and clothing dirty
- d. \_\_\_\_\_wear a uniform
- e. \_\_\_\_\_work without pay while you are learning how to do your job
- 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)

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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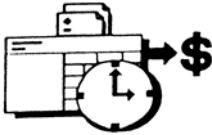
# Career Paths

## 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 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.

Teacher	Psychologist
Nurse	Nursing Home Worker
Custodian	Banker
Waitress	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

**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 Standard:**

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

**Grade Level Expectation (GLE):**

CD.7.B.05.a.i: Describe occupational changes that have occurred over time within the six career paths.

**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)**

Picture of a family sedan from 10 years ago or ask students to bring to class a picture of their family car when he or she was born.  
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	
Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

Using the data collected during their worker interviews, students will work in groups to compile job changes. Using data from the list of changes the group generates, students will analyze the data to determine: categories of changes (e.g. changes in tools/equipment), patterns/trends of change (e.g. more/fewer changes in service related jobs than manufacturing jobs), future projections. Students will develop a graph to represent changes over time (group members will decide the kind of graph to be used). At conclusion of all group presentations, students will write a paragraph interpreting their findings in relation to their future.

### Lesson Preparation

#### Essential Questions:

1. How have jobs changed in your lifetime? (e.g. medical changes, technology, teaching)
2. What are some ways that change in jobs impacts our lives?

#### 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 sedan 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

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>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.</li> <li>2. The class is divided into small groups of three or four students. Each group is given a <i>Job Changes in the World of Work</i> Activity Sheet. Each group is assigned four or five jobs on the list. Someone in the group will be designated as a <i>Recorder</i> to write changes group members think have taken place over the past 10 years or more in each job.</li> <li>3. When the activity sheet has been completed the counselor asks each group <i>Reporter</i> to report groups thoughts about changes have taken place in the world of work.</li> <li>4. <b>Assignment for next class session...</b> Each student will be given an interview Activity Sheet "<i>How Times Change.</i>" The counselor will review the worksheet step-by-step, allowing time for questions.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and offer suggestions of "things" that they've seen change.</li> <li>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.</li> <li>3. <i>Reporters</i> will share the changes they think have taken place in the world of work.</li> <li>4. Students will ask clarifying questions.</li> <li>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.</li> </ol>
<p><b>Follow-Up Session (Lesson 3):</b></p> <ol style="list-style-type: none"> <li>6. During the follow-up lesson, the counselor will ask the students to share the information gathered during their interviews.</li> <li>7. In groups, students will develop a graph</li> </ol>	<ol style="list-style-type: none"> <li>6. Students will offer information that they gathered in their interviews.</li> <li>7. Students will be encouraged to comment</li> </ol>

representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard.	on those changes and their impact on the jobs. Students will organize and analyze data.
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.	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)**

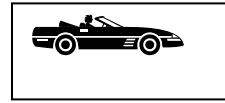
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Name\_\_\_\_\_



## How times change!



Name of person interviewed:\_\_\_\_\_

Place of employment/job:\_\_\_\_\_

**1. How has your job changed over the past 10 years?**

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**2. How have these changes influenced/improved your job?**

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**3. How have these changes affected you? Did you need more training? What else happened?**

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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.

<u><b>Job Name</b></u>	<u><b>Change</b></u>	<u><b>Job Name</b></u>	<u><b>Change</b></u>
Teacher _____		Psychologist _____	
Nurse _____		Nursing Home Worker _____	
Custodian _____		Banker _____	
Waitress _____		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 _____	

**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 Standard:**

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

**Grade Level Expectation (GLE):**

CD.7.B.05.a.i: Describe occupational changes that have occurred over time within the six career paths.

**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)**

Activity Sheet *How Times Change (completed in Lesson 2)*

Flip chart/chalkboard

**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 Assessment (acceptable evidence):

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

Using the data collected during their worker interviews, students will work in groups to compile job changes. Using data from the list of changes the group generates, students will analyze the data to determine: categories of changes (e.g. changes in tools/equipment), patterns/trends of change (e.g. more/fewer changes in service related jobs than manufacturing jobs), future projections. Students will develop a graph to represent changes over time (group members will decide the kind of graph to be used). At conclusion of all group presentations, students will write a paragraph interpreting their findings in relation to their future.

### Lesson Preparation

#### Essential Questions:

1. Why will there always be change?
2. Why do you think there have been changes in the world of work over the past 10 years or more?
3. How do you know that change occurred?

**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 sedan 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:

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.
2. During this lesson, the counselor will ask the students to share the information

#### Student Involvement:

1. Pair students who returned the completed Activity Sheet with those who do not have a completed Activity Sheet.
2. Students will offer information that they gathered in their interviews.

gathered during 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.

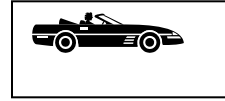
### **Counselor reflection notes (completed after the lesson)**

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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?**

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**2. How have these changes improved your job?**

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**3. How have these changes affected you? Did you need more training? What else happened?**

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**Unit #1 Title:** What Do the Adults In Your Family 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: a BIG magnifying glass (paper or real)

“Tool Box”: a collection of tools that workers use. (See Counselor’s Resource:  
“Tool Box”)

Lesson 2: “Career Investigators” – Jobs of Family Members (Part 2)

Materials/Special Preparations Required:

Student Materials: “Dear Parent” Letter/Family Member Job Role and  
Responsibilities (Activity Sheet) for each student to take home and use as a guide  
for the interview with an adult.

Counselor Materials: a BIG magnifying glass (paper or real)

“Tool Box”: A Collection Of Tools Workers Use. (See Counselor’s Resource)

Magnifying Glass Activity Sheet for each student

Markers/crayons

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 before  
this lesson to give time for completion of interviews and the return of the Activity  
Sheets)

Big magnifying glass (paper or real)

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation:**

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.

**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)**

<b>X</b>	Goal 1: Gather, analyze and apply information and ideas
<b>X</b>	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
<b>X</b>	Goal 4: Make decisions and act as responsible members of society

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
<b>X</b> Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
Mathematics	
<b>X</b> Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
<b>X</b> Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

**Lesson Assessment (acceptable evidence):**

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

Students will draw pictures of family members at work. Students will complete an Activity Sheet with parents listing the skills family members use for their jobs.

**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. Students will learn about roles, responsibilities, and skills during the lessons for the unit.

**Unit Goals:**

1. Students will identify roles and responsibilities of family members in the world of work.
2. Students will identify the skills family members use in their 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 have some knowledge of what family members do at work.

Vocabulary:

Work, Workers



**Unit #1 Title:** What Do the Adults In Your Family 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 Standard:**

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

**Grade Level Expectation (GLE):**

CD.8.A.0K.a.i: Identify role and responsibilities of family members in the world of work.

**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)**

Counselor Materials: a BIG magnifying glass (paper or real)

“Tool Box”: a collection of tools that workers use. (See Counselor’s Resource: “Tool Box”)

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

**Enduring Life Skill(s)**

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

### Lesson Assessment (acceptable evidence):

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

1. Walk around classroom using BIG 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 "hmmmm," "this is interesting," "I can use this as evidence." As you're walking around, gather "evidence" of a teacher's work role and responsibilities.
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."
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 with comments such as "Hmmm...I wonder who would use this tool at work?" or "Who

#### Student Involvement:

1. Students will demonstrate their engagement by following with their eyes.
2. Students will contribute to the discussion by volunteering definitions of "investigate" and "work" and workers.
3. Students volunteer to hold tools and will respond with the name of the job or worker"

<p>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).</p> <p>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."</p>	<p>4. Students will volunteer to respond.</p>
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## 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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**TOOL BOX: A Collection of Tools Workers Use**  
**Examples of Tools to Include in “Tool Box” (Counselor Resource)**

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.

<b>Tool</b>	<b>Job Title</b>	<b>Role</b>	<b>Responsibility</b>
Hammer	Carpenter	Builds/Repair Houses	Follow plans/directions from homeowner.
Wrench	Mechanic	Repair Vehicles	Repair what the owner asks.
Paintbrush	Painter (Could also be an 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.

**Unit #1 Title:** What Do the Adults In Your Family 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 Standard:**

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

**Grade Level Expectation (GLE):**

CD.8.A.0K.a.i: Identify roles and responsibilities of family members in the world of work.

**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)**

Student Materials: "Dear Parent" Letter/Family Member Job Role and Responsibilities (Activity Sheet) for each student to take home and use as a guide for the interview with an adult.

Counselor Materials: a BIG magnifying glass (paper or real)

"Tool Box": A Collection Of Tools Workers Use. (See Counselor's Resource)

Magnifying Glass Activity Sheet for each student

Markers/crayons

**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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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 Assessment (acceptable evidence):

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>          Student understanding of roles and responsibilities of the various jobs will be assessed through completion of an illustration of parent (or other adult) at work (see Activity Sheet "Magnifying Glass").</p>
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### Lesson Preparation

<p><b>Essential Questions:</b> (addressed during lesson)          What is work?          What is a role?          What is a responsibility?  <b>Engagement (Hook):</b> Come to class with the big magnifying glass, pretending to look at things and people through the glass.</p>
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### Procedures

<p><b>Instructor Procedures:</b></p> <p>See Counselor Resource "Tool Kit" for examples of Jobs, Roles, and Responsibilities related to specific tools.</p> <ol style="list-style-type: none"> <li>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?"</li> <li>2. Continue with – "A responsibility I gave you the last time I was here was to observe workers everywhere you went. What workers did you observe?"</li> <li>3. Re-Introduce the "Tool Box" by asking students to remember one tool that was in</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will volunteer to answer questions.</li> <li>2. Students will contribute to the discussion by naming workers they saw.</li> <li>3. Students tell the class one tool they remember.</li> </ol>
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<p>the “Tool Box.”</p> <ol style="list-style-type: none"> <li>4. Hold up a tool (e.g. a hammer) and ask students to name the tool. Continue by asking individuals which type of worker uses the tool. Example: “Who uses a hammer as a tool at work?”</li> <li>5. Ask: What “jobs” do your parents expect you to do to help at home?” “The work you do at home is your “work” and the jobs you do are your “responsibilities. Your mother and father have responsibilities in their work. All workers have roles and responsibilities.”</li> <li>6. “Hold up your hand if you know 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. You will “play like” you are an interviewer/investigator and interview one of your parents or another adult. You will be asking adult questions about his or her work. Provide opportunity for students to practice interviewing with a partner.</li> </ol> <p>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.</p> <ol style="list-style-type: none"> <li>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 Sheet will be completed at home and returned to classroom teacher or counselor for use in the next guidance lesson).</li> <li>8. End session by commenting on specific “investigator” characteristics and</li> </ol>	<ol style="list-style-type: none"> <li>4. Students will contribute to the discussion by naming the tool and a worker who would use the tool.</li> <li>5. Students will contribute to the discussion by identifying responsibilities they have at home</li> <li>6. Students will contribute to the discussion by telling what they know about interviewers and interviewing. They will participate in the practice interview.</li> <li>7. Students will ask clarifying questions and will summarize what they are to do at home.</li> <li>8. Students take home the Parent Letter and Magnifying Glass Activity Sheets.</li> </ol>
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commend the class on being good investigators of people at work.	
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**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 LETTER/FAMILY MEMBER JOB ROLE AND RESPONSIBILITIES: Activity Sheet**

Dear Parent of Kindergartener:

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.

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My \_\_\_\_\_ (insert family member: mother, father, grandparent, brother, sister, etc.) has a job as a \_\_\_\_\_ (insert job name). At this job, he/she

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(Insert brief description of role and responsibility family member has in his or her job).

## MAGNIFYING GLASS ACTIVITY SHEET

**Unit #1 Title:** What Do the Adults In Your Family 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 Standard:**

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education

**Grade Level Expectation (GLE):**

CD.8.B.0K.a.i: Identify the skills family members use in their work.

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)**

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 before this lesson to give time for completion of interviews and the return of the Activity Sheets)  
Big 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will describe the skills that their family members use on the job, using the Activity Sheets completed with their parents 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 big magnifying glass. This time, look through it at each child.

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. "Boys and girls, I am back to continue in our investigation of what people do at work. You all did some investigating of your parents' jobs. Let's see what's on your Activity Sheets." Ask students to show their drawings to a partner and explain what they learned about the adult's job in their investigation.	1. Students will tell a partner 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 hang up the activity sheets, and may also discuss how the skills students use in school can be used in many jobs.

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

## **PARENT LETTER/FAMILY MEMBER JOB ROLE AND RESPONSIBILITIES: Activity Sheet**

Dear Parent of Kindergartener:

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.

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My \_\_\_\_\_ (insert family member: mother, father, grandparent, brother, sister, etc.) has a job as a \_\_\_\_\_ (insert job name). At this job, he/she

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(Insert brief description of role and responsibility family member has in his or her job).

**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 (See Kindergarten Unit)

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 (See Kindergarten Unit),

Poster board or Chart Paper from previous lesson

Markers

Writing paper for # 8

**Missouri Comprehensive Guidance Standard:**

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

**Grade Level Expectations:**

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

**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
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

**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 work with one other student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one "type" 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.

**Unit Goals:**

1. Student will learn the roles of school workers.
2. Student will learn the responsibilities of school workers.
3. Student will learn the job skills needed for school workers.

**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



**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 Standard:**

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

**Grade Level Expectation (GLE):**

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 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)**

Magnifying glass (See Kindergarten Unit-CD7-GrK-Unit1)  
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

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

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

Through group discussion, students will identify the roles and responsibilities of various school workers. Students will identify implications of what would happen in the school community if we did not have a school worker to complete that role or responsibility.

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

- What is a job? (Something that a person does. Examples: the custodian keeps the school clean, the teacher teaches children, the cook cooks 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:**

1. Re-introduce yourself. If you remember what we investigated in Kindergarten, hold up your right 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."

**Student Involvement:**

1. Students will demonstrate engagement by holding up their hands and contributing their ideas.

<p>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).</p> <p>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."</p> <p>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.</p> <p>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.</p> <p>6. Follow the same procedure with the remaining school jobs listed in # 2.</p> <p>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.</p> <p>8. In closing, ask students to draw a picture of one school worker jobs they would like to</p>	<p>2. Students will verbally brainstorm a list of jobs within the school building.</p> <p>3. Students respond that the role of the cooks is to prepare breakfast (if applicable) and lunch for others in the school.</p> <p>4. Students come to a consensus on the role of the cook.</p> <p>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.</p> <p>6. Students respond as in the previous example.</p> <p>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.</p> <p>8. Students will draw a picture of one worker and volunteer to tell everyone</p>
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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.	the job they would like to know more about; turn in paper with the pictures of workers.
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**Teacher Follow-Up Activities**

Ask teachers to help students observe the responsibilities of school workers throughout the day.
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**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 Standard:**

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

**Grade Level Expectation (GLE):**

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 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)**

Magnifying glass (See Kindergarten Unit)  
“Poster” of job roles, responsibilities and skills generated by students in previous lessons  
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		
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### **Lesson Assessment (acceptable evidence):**

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

Through group discussion, students will identify the roles and responsibilities of various school workers. Students 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 teaches children, the cook cooks 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-generated jobs from Lesson 1.

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>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?</li> <li>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.)</li> <li>3. Explain that we call these “skills.” What skills do students have?</li> <li>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.</li> <li>5. After three minutes, ask the pairs to name two skills that the workers in their pictures would need.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will compare the previously brainstormed lists of school worker roles and responsibilities with their observations of school workers.</li> <li>2. Students will contribute to discussion by naming “things” workers need to know.</li> <li>3. Students will give responses that indicate awareness of the skills they use in school.</li> <li>4. Students discuss worker and skills with partners.</li> <li>5. One person from each pair will report two skills identified.</li> <li>6. Students give each other a high five.</li> </ol>

## 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.

## Counselor reflection notes (completed after the lesson)

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**Unit #1 Title:** What Work Do Adults Do In Our Community?

**Grade Level:** 2

**Number of Lessons in Unit:** 3

**Time Required:** 90 minutes (3-30 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 Standard:**

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

**Grade Level Expectation:**

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 the workers in the community.

**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
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>          Students will illustrate the roles and responsibilities of community workers and verbalize the skills needed to do the jobs.</p>
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<p><b>Brief Summary of Unit: Brief Summary of Unit:</b>          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.</p> <p><b>Process:</b> 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.</p> <p>Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will 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.</p> <p><b>Unit Goals:</b></p> <ol style="list-style-type: none"> <li>1. Student will learn the roles of community workers.</li> <li>2. Student will learn the responsibilities of community workers.</li> <li>3. Student will learn the job skills needed for community workers.</li> </ol>
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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 Standard:**

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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.)

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	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

Students 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:

- What is a role? (Something a person does. For example, the law enforcement officer's role is to maintain order and safety.)
- What is a responsibility? (Things that are expected of the person in that role. The law enforcement officer's responsibilities are to enforce laws, help people in need, etc.)
- What is a skill? (Skills are specific abilities that a person possesses that help him/her to fulfill responsibilities. The law enforcement officer must have communication skills to talk with people, listening skills to listen to what people have to say, writing skills to write tickets and reports, reading skills to read the laws, etc.)

#### Engagement (Hook):

Show the map of the businesses in the local community.

Counselor Clue: The definition of "community" will depend upon your local area and the mobility of families, e.g., a suburban "community" may require families to travel to businesses and shopping areas in different parts of the county while families in a rural 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:

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.
2. Guide the students to think about the roles of community workers. (Review what a

#### Student Involvement:

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. Students respond that the role of the police officer is to keep people safe and

<p>role is – see above in the Essential Questions.) “Let’s choose one of these people to talk about for a little bit. What is the role of the police officer?”</p> <p>3. Guide students to think about the responsibilities of community workers. (Review what a responsibility is – see above in the Essential Questions.) “Let’s continue to talk about the police officer. What are the responsibilities of a police officer?”</p> <p>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.</p> <p><i>Counselor Clue: 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.</i></p> <p>5. Hand out Activity Sheet: “What Adults Do At Work: Information Gathering Notebook” Demonstrate for students how to put notebook together (see Activity Sheet).</p> <p>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.</p>	<p>to maintain order in the community.</p> <p>3. Students respond with the police officer’s responsibilities.</p> <p>4. Students respond with their ideas.</p> <p>5. Students will construct their information gathering notebooks.</p> <p>6. Students will volunteer and identify at least one community worker about whom they will make notes to remember important ideas.</p>
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**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.

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

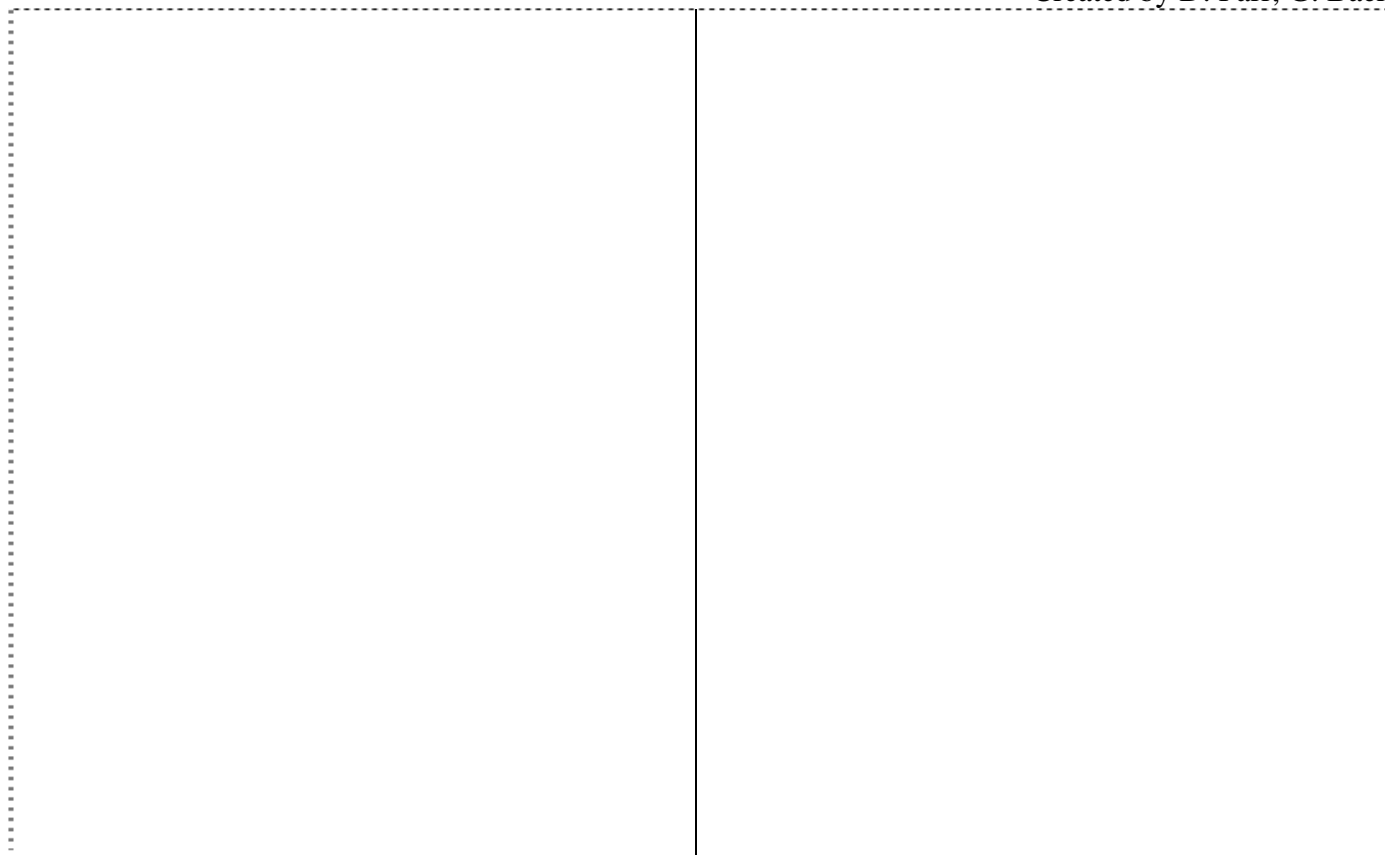
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Back cover

# What Adults Do at Work: Information Gathering Notebook

This notebook belongs to:

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**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 Standard:**

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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		

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's. 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:

- What is a role? (Something a person does. For example, the law enforcement officer's role is to maintain order and safety.)
- What is a responsibility? (Things that are expected of the person in that role. The law enforcement officer's responsibilities are to enforce laws, help people in need, etc.)
- What is a skill? (Skills are specific abilities that a person possesses that help him/her to fulfill responsibilities. The law enforcement officer must have communication skills to talk with people, listening skills to listen to what people have to say, writing skills to write tickets and reports, reading skills to read the laws, etc.)

#### 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:

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?"
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

#### Student Involvement:

1. All students will respond in some way – either by sharing with a partner or by volunteering in the large group.
2. Students respond with skills relevant to police officer's skills.

<p>the job?”</p> <p>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.)</p> <p>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.”</p> <p><i>Counselor Clue: You may want to have a sample silhouette completed so students will have a visual representation of what they are to do.</i></p> <p>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.</p>	<p>3. Students will identify “their” community workers and complete the silhouettes.</p> <p>4. Students return completed silhouettes to the counselor.</p>
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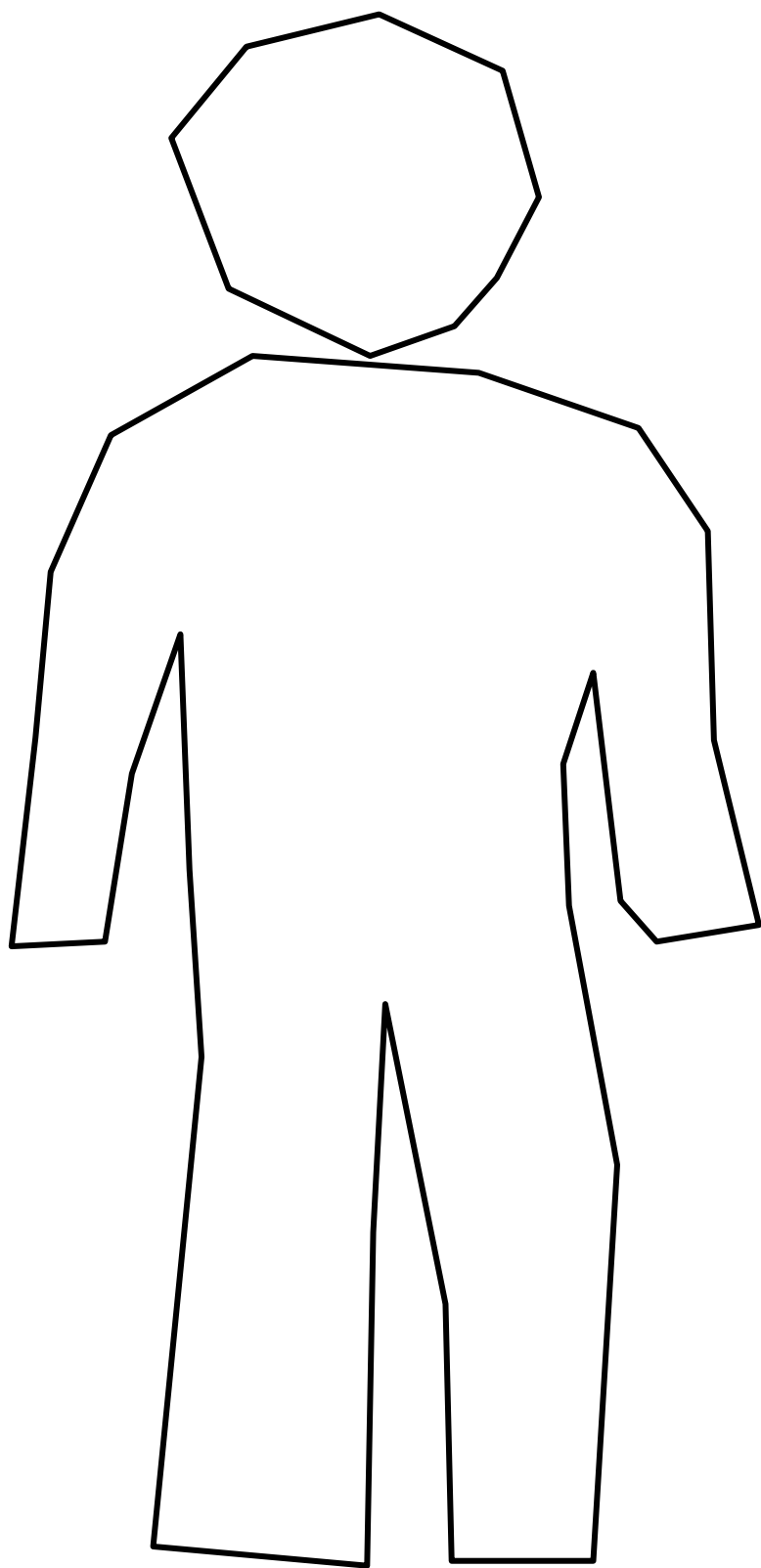
### Teacher Follow-Up Activities

<p>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.</p>
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### Counselor reflection notes (completed after the lesson)

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## Activity Sheet: Worker Silhouette



**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 Standard:**

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

**Grade Level Expectation (GLE):**

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 National Standard (ASCA):**

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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

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

Students 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:

- What is a role? (Something a person does. For example, the police officer's role is to maintain order and safety.)
- What is a responsibility? (Things that are expected of the person in that role. The police officer's responsibilities are to enforce laws, help people in need, etc.)
- What is a skill? (Skills are specific abilities that a person possesses that help him/her to fulfill responsibilities. The police officer must have communication skills to talk with people, listening skills to listen to what people have to say, writing skills to write tickets and reports, reading skills to read the laws, etc.)

#### Engagement (Hook):

Arrive in classroom with magnifying glass; search classroom as if looking for clues. Post map created in Lesson 1.

### Procedures

#### Instructor Procedures:

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.
2. Guide students in writing a brief narrative explaining the importance of this community worker's roles, 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

#### Student Involvement:

1. Working independently, students review the characteristics of "their" community worker and prepare to write their narratives.
2. Students will write a narrative including the importance of "their" community worker's role, responsibilities and skills.
3. Students will use a 2-minute (friendly) persuasive argument to introduce the importance of "their" community worker to the class.

## Teacher Follow-Up Activities

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

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<b>Unit #1 Title:</b> Career Investigations: Jobs in the World of Work	<b>Grade Level:</b> 3
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required:</b> 3-30 min. sessions	
<b>Best time of year to implement this unit:</b> Anytime	
<b>Lesson Titles:</b>	
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)	
Chalkboard and chalk	
Lesson #2: Becoming A Career Detective (Part 2)	
Materials/Special Preparation Required:	
Completed "Interview Questions" and "Interview Summary"	
Activity Sheets (from lesson 1)	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
<b>Grade Level Expectation:</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

**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

**Lesson Assessment (acceptable evidence):**

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

Students 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. Students will collect information and record what they learn on their Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, students will analyze the information they collect 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.

**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.

**Unit Goals:**

1. Student will learn what workers do and need to know in various careers.
2. Student will gather information describing the training and education needed for various careers.

<b>Unit #1 Title:</b> Career Investigations: Jobs in the World of Work	
<b>Lesson Title:</b> Becoming A Career Detective (Part 1)	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 3	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education	
<b>Grade Level Expectation (GLE)</b> CD.8.A.03.a.i: Explain what workers do and need to know in various careers.	
<b>American School Counselor Association National Standard (ASCA):</b> 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)**

<p><b>NOTE:</b> Arrange to interview the classroom teacher during this lesson. Interviewing the teacher will model interviewing for students before they conduct interviews on their own.</p> <p>Materials: 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)</p> <ul style="list-style-type: none"> <li>• Activity Sheet: "Interview Questions"</li> <li>• Activity Sheet: "Interview Summary"</li> <li>• Optional: Activity Sheet: "Investigative Reporter's Notebook"</li> <li>• Chalkboard and chalk</li> </ul>
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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	
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 Assessment (acceptable evidence):**

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

Assessment for this lesson will be through observation of student contributions to discussions.

**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?

**Procedures****Instructor Procedures:**

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/ webquests.
2. Think of a well-known reporter (local or national) and ask students if they have ever 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

**Student Involvement:**

1. Students respond with sources they have used and sources they will use.
2. Students will respond with what they know about reporters. All students are expected and encouraged to respond with what they already know about reporters.

<p>investigations and gathering specific information. They will interview adults to uncover information about the roles and responsibilities of adults at work.</p> <p>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 chalkboard.</p> <p>4. What does a teacher need to know? Write responses on the chalkboard. What training or education do teachers need?</p> <p>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.”</p> <p>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.</p> <p>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 responses on the chalkboard.</p> <p>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.</p> <p>9. OPTIONAL: Introduce students to the</p>	<p>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.</p> <p>4. Responses include: Responses to Questions and Tests, How to Teach Lessons, Steps to Solve Problems, the Subject and Content Areas.</p> <p>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.</p> <p>6. While the counselor interviews their teacher, students will take notes on the “Interview Questions” Activity Sheet.</p> <p>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.</p> <p>8. Students may ask clarifying questions.</p> <p>9. OPTIONAL: Students will “put</p>
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<p>“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).</p>	<p>together” 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.</p>
<p>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.</p>	<p>10. Students will review the process they will be using to conduct their investigation of the world of workers.</p>

### Teacher Follow-Up Activities

<p>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.</p> <p>It will be helpful if teachers would announce the due date of the completed Interview Questions Activity Sheets.</p>
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### 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 \_\_\_\_\_?

**Activity Sheet: INTERVIEW SUMMARY****TEACHER INTERVIEW**

Group Report

Group Member's 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

## Activity Sheet: Investigative Reporters Notebook

Back cover

TOP SECRET INFORMATION

# *World of Work Investigative Reporter's Notebook*

Private Property of:

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Add extra pages as needed; cut on dotted lines; fold on solid

**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 \_\_\_\_\_?

<b>Unit #1 Title:</b> Career Investigations: Jobs in the World of Work	
<b>Lesson Title:</b> Becoming A Career Detective (Part 2)	<b>Lesson # 2 of 2</b>
<b>Grade Level:</b> 3	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education	
<b>Grade Level Expectation (GLE):</b> CD.8.B.03.a.i: Gather information regarding training and education for a variety of careers.	
<b>American School Counselor Association National Standard (ASCA):</b> 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)**

- |   |
|---|
| <ul style="list-style-type: none"> <li>Completed interview activity sheets (from lesson 1)</li> <li>“Interview Summary” Activity sheet</li> </ul> |
|---|

**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

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

After interviewing an adult about what they do and need to know to do their job, students will analyze the information they collect and synthesize the worker information.

**Lesson Preparation**

**Essential Questions:** 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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Review the previous lesson. If possible, use the <b>magnifying glass</b> 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: be a College Graduate, Practice Teaching, Classes in the Subject Area or Area of Specialty.
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.
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 3 <sup>rd</sup> grade classroom book.
7. Have students share what they learned.	7. Groups will report information to the class and help compile evidence pages for “Evidence Book” which will be kept in the classroom for students to read.
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).
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### Counselor reflection notes (completed after the lesson)

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## Activity Sheet: INTERVIEW SUMMARY

Group Report  
Group Member's Names

Name of worker and job:

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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:

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6. I might like to become a \_\_\_\_\_

Group Member _____	YES	NO	Maybe
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Group Member _____	YES	NO	Maybe
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Group Member _____	YES	NO	Maybe
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Group Member _____	YES	NO	Maybe
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**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

Chalkboard, chalk

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

Chalkboard, chalk

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:

Career Paths and Example Careers”

“Career Path Posters” (set of 6)

Letter from VIPs seeking help (1 copy for each group)

Sample letter of advice from Career Information Columnist (1 copy for each group).

Activity Sheets for Students:

Template for letter of advice to VIPs (copies for each student)

VIP’s questions for Career Information Columnist

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

### **Missouri Comprehensive Guidance Standard:**

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

### **Grade Level Expectations (GLEs):**

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 National Standard (ASCA):**

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,

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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		exhibition, or performance of one or more of the visual or performed arts
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**Lesson Assessment (acceptable evidence):**

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

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

**Formative Assessment:** Each lesson includes formative assessment procedures, which will provide opportunities for students will demonstrate an understanding of careers, post-secondary training and education via charts, student-made posters and student-written letters.

**Summative Assessment:** Students will assume the role of Career Information columnists for the *Careerville News*. Careerville is a “boomtown”; many people want to live and work there. The newspaper editor has received so many inquiries about the best work in Careerville that Inspector CareerSo has been hired to investigate the work available and to reply to the letters. The students, who have experience as “Investigative Reporters” (see Grade 3 Unit), have been hired by Inspector CareerSo (see “Hook”) to help investigate the World of Work and Workers. The Career Information Columnists write a weekly column (published on Sundays), titled “Career Information for Those on the Road to Careerville”. The column provides career information and advice for those wanting to be a part of the Careerville community. Each student will write a friendly letter in response to readers’ inquiries. The letters will include descriptions of and/or explanations about the roles, responsibilities, and the training/education requirements for specific careers. Student letters of response will be bound together into a career information book, titled “The Road to Careerville: Any Career Path will Take You There!”

**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.

**Unit Goals:**

1. Student will define and explain the meaning of career paths.
2. Students will review the six career paths and relate current learning to each career path.
3. Students will identify training and education required for selected careers.

**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”).

<b>Unit #1 Title:</b> The Road to Careerville: Exploring Career Paths and Requirements	
<b>Lesson Title:</b> The Road to Careers (Part 1)	<b>Lesson</b> 1 of 3
<b>Grade Level:</b> 4	
<b>Length of Lesson:</b> 30 minutes (may require 2 sessions)	
<b>Missouri Comprehensive Guidance Standard:</b> CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education	
<b>Grade Level Expectation (GLE):</b> CD.8.A.04.a.i: Relate current student learning to each of the six career paths.	
<b>American School Counselor Association National Standard (ASCA):</b> <b>Career Development</b> <ul style="list-style-type: none"> <li>A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>C. Students will understand the relationship between personal qualities, education, training and the world of work.</li> </ul>	

**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., <i>/Children’s DOT</i> , brochures available from professional organizations) and access to career information websites Chalkboard, chalk, poster board or construction paper, pencils, markers
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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	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)**

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

**Lesson Assessment (acceptable evidence):**

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

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

Students will gather information and present the information to a small group of peers during a chart-making activity. Working in teams students will 1) discuss and graphically represent on a poster board, the relationship of current (4<sup>th</sup> 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 we learn prepare us 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 answer—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 chalkboard 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?”

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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 “ <b>Careerville</b> ” road, the counselor	2. Students will respond to questions (learn

<p>will write <i>newspaper editor</i> 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?”</p> <p>3. Using the set of six <i>Career Path Posters</i>, 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.</p> <p><b>Helping Path</b> (teacher, custodian, waitress); <b>Health Path</b> (doctor, paramedic), <b>Business Path</b> accountant, administrative assistant; <b>Creative Path</b> (actors, radio and TV broadcasters, journalism); <b>Fixing, Building, and Technology Path</b> (construction worker, architect, auto mechanic), <b>Nature Path</b> (zookeepers, horticulture, farming)</p> <p>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 &amp; 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 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</p>	<p>to read, write, do math problems).</p> <p>3. Students will respond to counselor questions, naming the career paths and occupations in each path.</p> <p>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.</p>
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<p>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.</p> <p>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:</p> <table border="0"> <tr> <td>Mathematics</td> <td>Communication</td> </tr> <tr> <td>Arts</td> <td></td> </tr> <tr> <td>Long division</td> <td>Letter-writing</td> </tr> <tr> <td>Problem-Solving</td> <td>Problem-Solving</td> </tr> </table> <p>6. Transfer the revised/refined lists to the first column of Activity Sheet. Add new skills as needed.”</p> <p><i>Counselor Clue: Remember—Lists are to be representative of the process – rather than exhaustive.</i></p> <p>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 would like <b>AND</b> 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</p>	Mathematics	Communication	Arts		Long division	Letter-writing	Problem-Solving	Problem-Solving	<p>5. Students will work with peers in small groups to reflect/ rethink/ revise/refine their lists.</p> <p>6. Students will transfer lists to the first column of their Activity Sheet: “The Relationship of My Current Learning ...”</p> <p>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.</p>
Mathematics	Communication								
Arts									
Long division	Letter-writing								
Problem-Solving	Problem-Solving								

<p>a _____ and then think about the knowledge and skills you are learning 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.</p> <p>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.)</p> <p>9. Explain that the first column on the poster board is where students will graphically represent six important skills they are currently learning.</p> <p>10. Explain that the Second Column is where students will write or graphically represent careers/jobs.</p> <p>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, <b>“What are you discovering about the relationship between your current learning and future jobs?”</b></p> <p>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.</p>	<p>8. Students will write their names on the back of their poster board.</p> <p>9. Working in teams, students will determine the six important skills to be illustrated and will complete the first column on the poster board.</p> <p>10. Students will complete the Second Column.</p> <p>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.</p>
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Collect the groups' charts/posters, students' Activity Sheet, "Career Paths and Example Careers", and Activity Sheet/chart "Relationship of My Current Learning...". Bundle together for ease of retrieval by classroom. They will be completed in Lesson 2.	
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### **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."
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### **Counselor reflection notes (completed after the lesson)**

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**COUNSELOR/TEACHER RESOURCE: CAREER PATHS AND EXAMPLE CAREERS**

This Resource is provided as a “memory refresher” for the Career Paths. Remember, the careers listed here represent a tiny 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

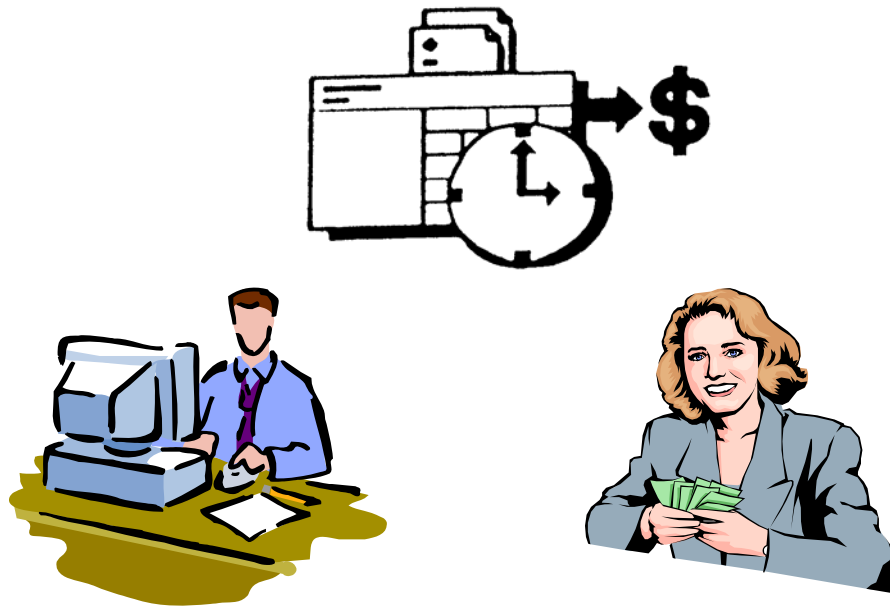
**Health Path****(Health Services)**

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



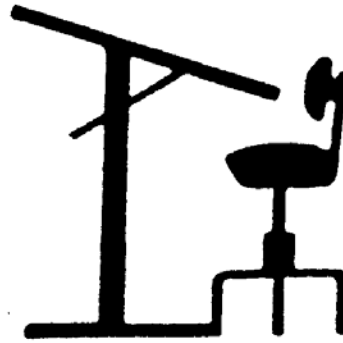


# **Business Path**

(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.*



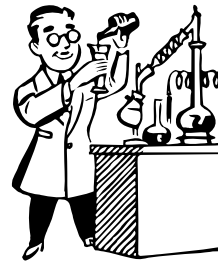
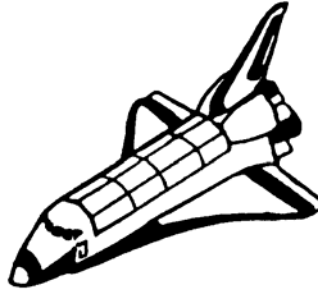


# Nature Path

(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  
& build things.***

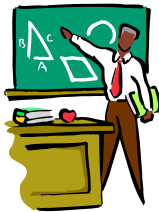


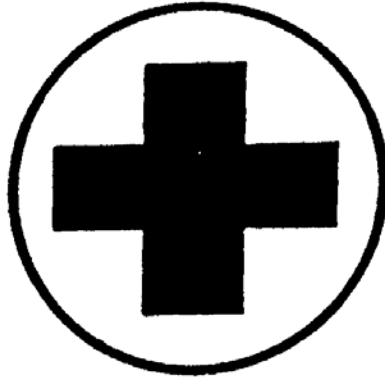


# Helping Path

(Human Services)

***People who like to work  
with people to help make things  
better for others.***

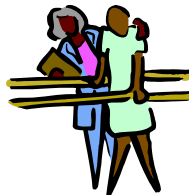




# Health Path

(Health Services)

***People who like to care for  
animals and people.***



### **COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)**

Cut apart the Career Paths. 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) 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?

**The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training & 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



<b>Unit #1 Title:</b> The Road to Careerville: Exploring Career Paths and Requirements	
<b>Lesson Title:</b> The Road to Careers (Part 2)	<b>Lesson:</b> 2 of 3
<b>Grade Level:</b> 4	<b>Length of Lesson:</b> 30 minutes
<b>Missouri Comprehensive Guidance Standard:</b> CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education	
<b>Grade Level Expectations (GLEs):</b> 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.	
<b>American School Counselor Association National Standard (ASCA):</b> <b>Career Development</b> <ul style="list-style-type: none"> <li>A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>C. Students will understand the relationship between personal qualities, education, training and the world of work.</li> </ul>	

**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., <i>Children’s DOT</i> , brochures available from professional organizations) and access to career information websites Chalkboard, chalk, poster board or construction paper, pencils, markers
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**Show Me Standards: Performance Goals (check one or more that apply)**

<b>X</b>	Goal 1: Gather, analyze and apply information and ideas
<b>X</b>	Goal 2: Communicate effectively within and beyond the classroom
<b>X</b>	Goal 3: Recognize and solve problems
<b>X</b>	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)
<b>X</b>	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
<b>X</b>	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	

	Health/Physical Education	
<b>X</b>	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)**

<b>X</b>	Perseverance	<b>X</b>	Integrity	<b>X</b>	Problem Solving
<b>X</b>	Courage		Compassion		Tolerance
<b>X</b>	Respect	<b>X</b>	Goal Setting		

**Lesson Assessment (acceptable evidence):**

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

Student Work Sample: Students 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 crumpled 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 chalkboard. 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.”

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>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., area jobs, the military, job training programs, Area Career Center Programs, college/university degree programs.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will contribute post-secondary employment and education/training options.</li> <li>2. Students will position themselves in groups.</li> </ol>

<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p>NOTE: Save group materials (individual student's Activity Sheets, the group's</p>	<ol style="list-style-type: none"> <li>3. Students will list post-secondary options in the third column of their posters.</li> <li>4. Students will use the career information resources made available by the counselor to research options available for specific careers.</li> <li>5. Students will match workers/careers in column 2 with education and/or training requirements in column 3.</li> <li>6. Students will discuss the research that "informed" their decisions to match specific jobs/careers with specific education and/or training requirements.</li> </ol>
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resources/ materials, group's poster) in a bundle by classroom for ease of retrieval and use during the next lesson.	
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**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 Standard:**

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

**Grade Level Expectations (GLEs):**

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 National Standard (ASCA):**

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 newspaper reader seeking help (1 copy for each group); Sample letter of advice from Career Information Columnist (1 copy for each group).

Activity Sheets for Students: Template for letter of advice to newspaper readers (copies for each student); Readers’ questions for Career Information Columnist

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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b></p> <p><b>Student Work Sample:</b> Students will work in teams to write individual friendly letters to the readers of the <i>Careerville News</i> who have written to the Career Information Columnist requesting information about working in Careerville. (Inspector CareerSo has been hired by the editor to help investigate the world of work in Careerville; the Inspector has, in turn, hired the 4<sup>th</sup> grade students to work as Career Information Columnists to help with the investigation and reporting of the results. The friendly letter will focus on a specific career and will include the correlation of student's current learning with worker roles and responsibilities and the necessary post-secondary training and education requirements for that career (see Counselor Resources and Student Activity Sheets).</p> <p><b>Option:</b> If students have access to computers, letters could be compiled and published as a Special Section of the Careerville newspaper: "The Many Roads to Careerville: Advice for Students on The Way to Careerville."</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b> How do people prepare for careers?</p> <p><b>Engagement (Hook):</b> Again, come to class dressed as Inspector "CareerSo." Draw a road on the chalkboard. 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 crumpled 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</p>
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we can help the people heading toward Careerville!

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>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, 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.)</li> <li>2. Continue: Every job has responsibilities that require training—whether the training occurs on-the-job or in a training or educational setting. For example, what job responsibilities does a Newspaper Columnist have?</li> <li>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 <i>Careerville News</i>’ 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will respond to the counselor’s questions regarding post-high school job or training opportunities in the area.</li> <li>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.</li> <li>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.</li> </ol>

<p>4. Inspector CareerSo will read a letter from a reader asking for career information (Activity sheet: “A Letter from a 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.</p> <p>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. (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.</p> <p>6. The counselor or student volunteers will bind the letters into a classroom Career Information book.</p>	<p>4. Students will examine the three handouts and will ask clarifying questions as the Inspector (counselor’s) provides instructions.</p> <p>5. Students will engage in the writing of the letters and will share their letters with the class.</p> <p>6. Students interested in a career in publishing, will volunteer to bind the letters into the classroom book.</p>
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### 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).

### 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 CI 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 what 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.

Can you 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 job 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 and 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. Thank you very much for your time. I am looking forward to your reply.

Sincerely yours,

A Career Adventurer

4234 Careerville Newspaper Way

Careerville, MO 65216

Today

Dear Career Adventurer (C. A.),

I am glad you wrote to the CI Columnist. I have some ideas; however, C. A., you are the only ones who can decide what is best for you! Since you didn't tell me very much about you, 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 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:

- Grading all those papers.
- Staying after school EVERY day.
- Parents getting mad at me in front of the kids.
- Going to school in 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 CI Columnist

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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

## QUESTIONS FOR THE CAREER INFORMATION COLUMNISTS

Readers of your column in the *Careerville News* are seeking your help answering the following questions. Your letters will help guide the readers to the answers to the questions.

1. All Career Paths lead to Careerville. Which is the best path to take?
2. If a person follows that path, what is one job 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 and 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. Is there anything else the readers should know about Careerville or the job you are suggesting?
8. If you were thinking about doing this job, what are some things you would like about it?
9. If you were thinking about doing this job, what are some things you would NOT like about it?
10. Do you know of anything else we should know about Careerville or the job you are suggesting?

ACTIVITY SHEET: TEMPLATE FOR FRIENDLY LETTER

Heading  
(Street Address  
City, State, Zip)

Date

Greeting,

Body \_\_\_\_\_

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(New paragraph)

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Closing.

**Signature**

Name

**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;

Resources: "Career Path Strips (Master Copy)" (make 2 copies [at least]); "Career Graphic Organizer (to be projected via a computer/projection unit, Smart Board, or other projection technology such as an overhead projector and transparency, or hand-drawn chart on a large piece of paper)

Activity Sheet: Career Graphic Organizer (copies for students);

Chalkboard, chalk, poster board or construction paper, pencils, markers

Lesson #2: Career Magic (Part 2)

Material/Special Preparation Needed

Magic Wand; Magic Hat or Box;

Resource Activity Sheet: "Career Graphic Organizer" (from Lesson 1); Activity Sheet: "A Comparison of the Similarities and Differences Among Careers"

Chalkboard, chalk, poster board or construction paper, pencils, markers

**Missouri Comprehensive Guidance Standard:**

CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

**Grade Level Expectations (GLEs:**

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 National Standard (ASCA):**

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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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	

**Lesson Assessment (acceptable evidence):**

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

**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 (lesson 2) 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 bar graph or a T-Chart). The graphic organizer Activity Sheet is an example of a visual form that may be used.

**Brief Summary of Unit:** In Grade 5, students' will learn about the **similarities and differences in the roles, responsibilities, skills, and requirements (post-secondary training and education)** of workers in different career paths. Students will demonstrate this understanding via charts, and Activity Sheets.

The 5<sup>th</sup> 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 member to analyze the data.

Students' prior knowledge includes:

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, elements of careers in each Career Path (see Resources for fourth grade units, especially the Career Path Mini-Poster 4<sup>th</sup>)

**Process**

Throughout the unit, brainstorming and small group work are utilized to generate ideas and to help students develop the skills of working together to solve problems.

The counselor will help students build upon their prior knowledge about the World of Work and Workers by guiding them in a recurring review of the terminology/vocabulary used when talking about “career paths.” Write the names of the six career paths on the board. Discuss the roles and responsibilities of several careers. Identify training and educational requirements needed for each. Students choose several careers, and the roles, responsibilities, skills and educational requirements of each.

**Unit Goals:**

1. Student will compare and contrast the roles and responsibilities of various careers.
2. Students will compare and contrast the training and educational requirements for various careers.



**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 Standard:**

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

**Grade Level Expectation (GLE):**

CD.8.A.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths.

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

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

Resources: "Career Path Strips (Master Copy)" (make 2 copies [at least]); "Career Graphic Organizer (to be projected via a computer/projection unit, Smart Board, or other projection technology such as an overhead projector and transparency, or hand-drawn chart on a large piece of paper)

Activity Sheet: Career Graphic Organizer (copies for students)

Chalkboard, chalk, poster board or construction paper, pencils, markers

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

<b>X</b>	Goal 1: Gather, analyze and apply information and ideas
<b>X</b>	Goal 2: Communicate effectively within and beyond the classroom
<b>X</b>	Goal 3: Recognize and solve problems
<b>X</b>	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)**

<b>X</b>	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	

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	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

<b>X</b>	Perseverance	<b>X</b>	Integrity	<b>X</b>	Problem Solving
<b>X</b>	Courage		Compassion		Tolerance
<b>X</b>	Respect	<b>X</b>	Goal Setting		

### Lesson Assessment (acceptable evidence):

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b></p> <p>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 (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).</p>
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### Lesson Preparation

<p><b>Essential Questions:</b> Why do workers in different career paths have different roles and responsibilities?</p> <p><b>Engagement (Hook): Engagement (Hook):</b></p> <p>Copy the Resource: "Career Path Strips" cut apart the "strips" and put the strips into the "Magic Hat" or box, OR write the names of the Career Paths along with examples of careers in each path on slips of paper and place in 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: <b>Hocus Pocus</b>, what career am I today? Pull one career path slip out of the hat or box. Example: Hi my name is <b>Carlos Carpenter</b>. I work for Carpentry, Inc. I make cabinets, install them, and fix wooden furniture. I follow plans and blue prints. I build safe and durable products. (Pull another career path slip out of the hat/box) How are Terrie Teacher's roles and responsibilities different?</p>
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### Procedures

<p><b>Instructor Procedures:</b></p> <p>For this strategy, you will need an overhead transparency of the Resource: "Career Graphic Organizer". If you don't have an overhead projector, use chalkboard or a large piece of paper for the visual.</p> <ol style="list-style-type: none"> <li>After the "hook," encourage students to respond. Discuss with the class the similarities and differences between Terrie Teacher's career and Carlos Carpenter's career. Write the responses on the overhead</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Possible responses: Teachers instruct students, write lessons, grade papers, assign work, assign grades, go to meetings, write on the chalkboard, etc.</li> </ol>
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<p>transparency of Resource: “Career Graphic Organizer”. Begin with Terri Teacher as “Career One” and list her Roles, Responsibilities, Skills, and Training and Education; Repeat process with Carlos Carpenter. After completing the list ask students to talk with a partner to identify the similarities in Carlos’ and Terri’s roles, responsibilities, skills and Training/Education.</p> <p>2. Tell students that our 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.</p> <p>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 differences always differences or could differences become similarities? Are there ways specific occupations are different from all other occupations? Give students time to ponder these questions.</p> <p>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 causes the difference in numbers of occupations in each Career Path?</p>	<p>2. Students actively engage in the conversation about the meanings of “compare” “contrast” and “compare and contrast”.</p> <p>3. Students will ponder the questions and respond as appropriate.</p> <p>4. When groups receive their assigned Career Paths (of which there will be 2) group members will identify one career to explore in each career path.</p> <p>The Career Paths are:  <b>Human Services</b> (teacher, custodian, waitress)  <b>Health Services</b> (doctor, paramedic),  <b>Business Management and Technology</b>, (manager, Accountant, Media Specialist)  <b>Arts and Communications</b> (actors, radio and TV broadcasters, journalism),  <b>Industrial and Engineering</b> (construction, mechanic, etc.),</p>
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<p>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 2<sup>nd</sup> and 3<sup>rd</sup> columns of the graphic organizer for roles, responsibilities, skills of the two careers (Training/Education will be discussed in Lesson</p> <p>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 re: roles, responsibilities, and skills.</p> <p>7. Collect the Graphic Organizers and save for next lesson. Close this lesson by reminding students that during the second lesson, they will be completing their Career Graphic Organizers.</p>	<p><b>Natural Resources</b> (zookeepers, horticulture, farming</p> <p>5. Students will add information to complete the Roles, Responsibilities, Skills rows for the 2<sup>nd</sup> and 3<sup>rd</sup> columns of the Activity Sheet.</p> <p>6. In the 4<sup>th</sup> and 5<sup>th</sup> columns, students will identify and list the similarities and differences between the 2 careers.</p>
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### 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/Teacher Resource

**Career Graphic Organizer**

(Make this page into a large chart or an overhead transparency)

	<b>Career 1:</b>	<b>Career 2</b>	<b>Similarities</b>	<b>Differences</b>
<b>Roles</b>				
<b>Responsibilities</b>				
<b>Skills</b>				
<b>Training &amp; Education</b>				

## Student Activity Sheet

**Career Graphic Organizer**

	<b>Career 1</b>	<b>Career 2</b>	<b>Similarities</b>	<b>Differences</b>
<b>Roles</b>				
<b>Responsibilities</b>				
<b>Skills</b>				
<b>Training &amp; Education</b>				

**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 Standard:**

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education

**Grade Level Expectation (GLE):**

CD.8.B.05.a.i: Compare and contrast the training and educational requirements for a variety of careers.

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

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: Activity Sheet: "Career Graphic Organizer" (from Lesson 1); Activity Sheet: "A Comparison of the Similarities and Differences Among Careers"; Activity Sheet: "I Can Perform Magic in MY Life!"

Chalkboard, chalk, poster board or construction paper, pencils, markers

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

<b>X</b>	Goal 1: Gather, analyze and apply information and ideas
<b>X</b>	Goal 2: Communicate effectively within and beyond the classroom
<b>X</b>	Goal 3: Recognize and solve problems
<b>X</b>	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)**

<b>X</b>	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)**

<b>X</b>	Perseverance	<b>X</b>	Integrity	<b>X</b>	Problem Solving
<b>X</b>	Courage		Compassion		Tolerance
<b>X</b>	Respect	<b>X</b>	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. 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:** Does "Six Career Paths" mean that the training and education of workers is different for each of the 6 career paths?

**Engagement (Hook):** Return with the "**Magic Hat**" or **box**, and place slips of paper with a career path written on each. Use your magic wand and say: **Hocus Pocus**, what career am I today? (Since Magic is an illusion, be sure to pull Carlos Carpenter from the hat again) Pull one slip of paper out of the hat or box. Example: "Hi! Remember me??? I'm **Carlos Carpenter**. I took Industrial Arts in high school and attended ABC Trade School after graduating from high school for some additional training. I apprenticed with Carpentry, Inc. for eighteen months and I work for them full-time now. (Pull another career path slip out of the hat/box) How are Terrie Teacher's training and education different?

**Procedures****Instructor Procedures:**

You will use the Career Graphic Organizers begun in Lesson 1 for this lesson.

1. After the "hook," provide opportunity for students to respond. Write their responses in the "Education/Training" row of the "Career Graphic Organizer" overhead transparency you began during the last guidance lesson (Resource: "Career Graphic Organizer"). Discuss with the class the meaning of similarities and differences. Review the concepts of "compare and contrast."

**Student Involvement:**

1. Possible responses: Teachers graduate from high school and a four-year college or university with an educational focus. 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.)



<p>2. 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.</p> <p>3. Divide the class into the previous lesson's six groups. 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.</p>	<p>2. Students will contribute ideas about what they have observed workers doing that make them similar to and different from each other.</p> <p>3. Each group will complete the "Career Graphic Organizer for the two careers they chose during the previous lesson: The six Career Paths are:</p> <p><b>Human Services</b> (teacher, custodian, waitress, etc.) <b>Health Services</b> (doctor, paramedic, etc.), <b>Business Management and Technology, Arts and Communications</b> (actors, radio and TV broadcasters, journalism), <b>Industrial and Engineering</b> (construction, mechanic, etc.), <b>Natural Resources</b> (zookeepers, horticulture, farming, etc).</p>
<p>4. When each group completes the "Career Graphic Organizer" students will analyze the data and complete the <b>Activity Sheet: "A Comparison of the Similarities and Differences Among Careers"</b> summarizing the results of their study.</p> <p>5. Each group will report one finding of the second part of their study ("T-Chart summation) to the whole class.</p> <p>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!")</p>	<p>4. Students complete graphic organizers and present findings to the class.</p> <p>5. Students will report their findings to the class by using a graphic representation of their choice.</p> <p>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/refined next year.</p>

### Teacher Follow-Up Activities

During instruction, discuss the training and education for careers related to this content area.

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

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## Activity Sheet

## A COMPARISON OF THE SIMILARITIES AND DIFFERENCES AMONG CAREERS

Team

We compared the following careers: \_\_\_\_\_.

Our data indicated the following similarities and differences among the careers studied:

SIMILARITIES	DIFFERENCES
<p>The careers we studied were similar in the following ways:</p> <ol style="list-style-type: none"><li>1. All required workers to have post-secondary training and/or education.</li></ol>	<p>The careers we studied were different in the following ways:</p> <ol style="list-style-type: none"><li>1. The type of training and education varied.</li></ol>

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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## ACTIVITY SHEET: I Can Perform Magic in MY Life!

I. M. Magic  
# 1 My Life Lane  
Itsmylife, MO, 56789  
5<sup>th</sup> 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 **World of Work** 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 [he wrote about **\*\*WoW\*\*** in the late 19<sup>th</sup> and early 20<sup>th</sup> 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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**Unit #1 Title:** Your Dream Career

**Grade Level:** 5

**Number of Lessons in Unit:** 4

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

**Best time of year to implement this Unit:** after first quarter, anytime

**Lesson Titles:**

Lesson 1: Dream It, Plan It, Do It!

Materials/Special Preparations Required:

Group responsibility cards, labeled: recorder, reporter, timekeeper, supply gatherer  
(1 set of cards per group)

*Dream It, Plan It Do It* Activity Sheet for each student, writing materials

Occupational Outlook Handbook, other career books and resources, newspapers,  
magazines

Computers with PowerPoint (if they will be used for presentations),

Internet access (if online searches will be done)

Classroom teacher, or assistant

A Magic Wand

*Career Path Mini Poster* (1)

Lesson 2: Map Your Course

Materials/Special Preparations Required:

*Map A Course* worksheet for each student

Occupational Outlook Handbook, other career books and resources, newspapers,  
magazines

Writing materials completed during previous lesson

Lesson 3: Dream Career Presentation (Part 1)

Materials/Special Preparations Required

*Dream It, Plan It Do It* and *Map A Course* Activity Sheets completed during  
Lessons 2 & 3

Poster board, paper, markers, glue, tape and other materials to make displays

Computers with PowerPoint if electronic presentations are to be done

*"Your Dream Career"* Presentation Criteria Activity Sheet

*Instructor and Student Checklist/Rubric* Activity Sheet

Lesson 4: Dream Career Presentation (Part 2)

Materials/Special Preparations Required

Student-created projects from previous lesson

Computers with PowerPoint if electronic presentations are to be done

Student Copies of *"Your Dream Career"* Presentation Criteria Activity Sheet

Student Copies of *Instructor and Student Checklist/Rubric* Activity Sheet

**Missouri Comprehensive Guidance Standard:**

CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education

CD.9: Applying employment readiness skills and the skills for on-the-job success

**Grade Level Expectation(s):**

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, 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 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

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

**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)**

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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):**

By the end of this unit, students will have completed Activity Sheets indicating their career goals and plans for achieving those goals, then developed and presented a project based on those goals.

**Brief Summary of Unit:**

Students will consider the career of their dreams and what they will have to do to accomplish that dream. As a result of this process, each student will have a project that describes their career goals and the plan to reach those goals.

**Unit Goals:**

The goals of this unit are to make students aware that they must be willing to do certain things in order to achieve the career goals they are setting for themselves. They will look at what they are willing to do, as well as what is required for career success in that field. They will also use good work habits and other important job skills to develop a presentation project based on their career goals.

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

Prior to this unit, students need to know the career pathways and have a basic knowledge of research skills.

<b>Unit #1 Title:</b> Your Dream Career	
<b>Lesson Title:</b> Dream It, Plan It, Do It!	<b>Lesson:</b> 1 of 4
<b>Grade Level:</b> 5	
<b>Length of Lesson:</b> 45 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education	
<b>Grade Level Expectation (GLE):</b> 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.	
<b>American School Counselor Association National Standard (ASCA):</b> <b>Career Development</b> B: Students will employ strategies to achieve future career goals with success and satisfaction	

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

Group responsibility cards, labeled: recorder, reporter, timekeeper, supply gatherer, etc. (1 set of cards per group)
<i>Dream It, Plan It Do It</i> Activity Sheet for each student, writing materials
Occupational Outlook Handbook, other career books and resources, newspapers, magazines
Computers with PowerPoint (if they will be used for presentations), Internet access (if online searches will be done)
Classroom teacher, or assistant
A magic wand
<i>Career Path Mini Poster</i> (1)

**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)**

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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	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

Each student will have a completed *Dream It* Activity Sheet that will be used in lessons two and three of the unit.

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

What does a “dream career” look like? How does a person feel with they have their dream career? What do you have to do to achieve a “dream career”?

**Engagement (Hook):** The counselor will wave a magic wand and say...If I wave this wand and you could have any career you wanted, what would be the career of your dreams? Which career path does this job fit? Use the *Career Path Mini Poster* to find the career path.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Review the Career Path Mini Poster with students. The counselor will break students into cooperative groups according to their career pathway interests (and with the assistance of the classroom teacher if available).	1. Students will divide into cooperative groups according to their career interests. Students will decide who in their group will be assigned to each of the group jobs: reporter, recorder, timekeeper, supply gatherer, etc.
2. The counselor will hand out all work materials, including the <i>Dream It, Plan It Do It</i> Activity Sheet and responsibility cards (prepared before class). Counselor will facilitate the discussion.	2. Students will gather the material they need and record their responses on their individual worksheets.
3. Counselor will give the students 20 minutes to complete their <i>Dream It, Plan</i>	3. Students will prepare to present their results.

<i>It Do It</i> Activity Sheet and prepare their group's presentation.	
4. Each group will report their results and hand in their completed Activity Sheets.	4. Students will present their results and hand in their Activity Sheets at the end of class.

**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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# DREAM IT, PLAN IT, DO IT!

1. What is your dream job or career?

2. Why is this your dream job or career?

3. What is the education level required for that job or career?

List three things you can start working on this month to help you get closer to your dream job.

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

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

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

WHAT classes do you need to take in High School to help you reach your dream career goal?

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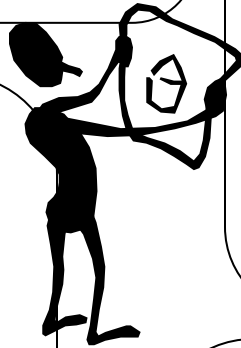
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Check what you are willing to do to learn more about your dream job?

\_\_\_\_\_ Interview someone with this job.

\_\_\_\_\_ Do volunteer work related to this job.

\_\_\_\_\_ Research different places to get the education and/or experience needed for this job in your area.

\_\_\_\_\_ Take classes to learn more about the skills needed for this dream job.

\_\_\_\_\_ Create an information packet about your dream job including: the salary, job duties, description, education needed, suggested High School subjects, etc.

\_\_\_\_\_ Find out which businesses or establishments employ people with your dream job in your area or state.

In order to reach your career goal do you need to ..... (Circle your answer)

Get better grades?	YES	NO
Take harder classes?	YES	NO
Take SATs?	YES	NO
Take a foreign language?	YES	NO
Go to college?	YES	NO
Improve writing skills?	YES	NO
Improve math skills?	YES	NO
Take Co-op classes?	YES	NO
Take computer classes?	YES	NO
Graduate from high School?	YES	NO

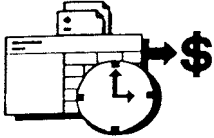
# Career Path

## Working Together in Our Community

### Business Path

(Business, Management, & Technology)

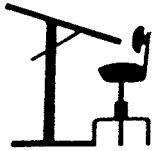
*People who like to work with numbers and be organized.*



### Creative Path

(Arts & Communications)

*People who like to draw, write, or perform.*



### Nature Path

(Natural Resources/Agriculture)

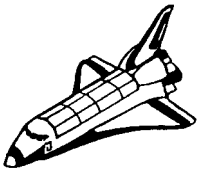
*People who like to work outdoors with plants and animals.*



### 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.*



**Unit #1 Title:** Your Dream Career

**Lesson Title:** Map Your Course

**Lesson:** 2 of 4

**Grade Level:** 5

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**

CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education

CD.9: Applying employment readiness skills and the skills for on-the-job success

**Grade Level Expectation (GLE):**

CD.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, 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 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

B: Students will employ strategies to achieve future career goals with success and satisfaction

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

*Map A Course* Activity Sheet for each student

*Dream It, Plan It, Do It* Activity Sheets Occupational Outlook Handbook, other career books and resources, newspapers, magazines

Writing materials completed during previous lesson

**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	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> </ol>
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**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

Each student will complete <i>Map A Course</i> Activity Sheet that will be used along with the <i>Dream It, Plan It, Do It</i> Activity Sheet (from lesson 1) in Lesson 3
---

**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>What does it look like when personal and ethical skills are used to get someone's dream career?</p> <p><b>Engagement (Hook):</b></p> <p>Counselor will bring in a large world map and travel brochures. He/She will discuss with the students what they need to do if they want to take a long trip. You have to plan ahead...he/she will then relate these steps to setting goals and making them come true.</p>
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**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Counselor will review what short and long term goals are from previous lessons and how we make them happen.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss what goals are, and how to achieve their goals.</li> </ol> <p>Students will use available research materials to complete the <i>Map A Course</i> Activity Sheet.</p>
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<ol style="list-style-type: none"> <li>2. Counselor will distribute <i>Map A Course</i> Activity Sheet and tell students about the various research materials available for this task.</li> <li>3. Counselor will assist students in filling out their <i>Map A Course</i> Activity Sheet. Use the Internet or other resources to gather information about your dream career (e.g. Occupational Outlook Handbook, other career books and resources, newspapers, magazines).</li> <li>4. Counselor will have students share their findings, then collect Activity Sheets for use during the next lesson.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students will share their findings with the class.</li> <li>3. Students will hand in their Activity Sheets at the end of class.</li> <li>4. Students will share closing comments.</li> </ol>
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## Teacher Follow-Up Activities

Teacher will review students' Activity Sheets and may need to allow time for completion before the next session.

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

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# MAP A COURSE

Map out a course to reach your dream job by filling in the blanks below. Be prepared to share your information with a partner. Use the Internet or other resource materials to assist in gathering information to meet your goal (e.g. Occupational Outlook Handbook, other career books and resources, newspapers, magazines).

**START:**  
My grade level  
now:

Experience, grades, or degrees  
needed for my dream job:

Your Dream Job Goal:

Applications to fill out for education,  
training, financial aid:

Education or training needed  
after high school:

Skills I can work on during  
high school that are related  
to my dream job.

- 1.
- 2.
- 3.

Experience I can get during high  
school related to my dream job:

- 1.
- 2.

2 Ways to learn more about my  
dream job:

- 1.
- 2.

2 goals to reach by the end of this  
school year

- 1.
- 2.

Classes to take in  
High School related  
to my dream job:

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



<b>Unit #1 Title:</b> Your Dream Career	
<b>Lesson Title:</b> Dream Career Presentation, Part 1	<b>Lesson:</b> 3 of 4
<b>Grade Level:</b> 5	
<b>Length of Lesson:</b> 45 minutes	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education	
CD.9: Applying employment readiness skills and the skills for on-the-job success	
<b>Grade Level Expectation (GLE):</b>	
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, 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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Career Development	
C: Students will understand the relationship between training and the world of work	

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

<i>Dream It, Plan It Do It</i> and <i>Map A Course</i> Activity Sheets completed during Lessons 2 & 3 Poster board, paper, markers, glue, tape and other materials to make displays Computers with PowerPoint if electronic presentations are to be done “Your Dream Career” Presentation Criteria Activity Sheet Instructor and Student Checklist/Rubric Activity Sheet
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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 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
	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 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	
	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 Assessment (acceptable evidence):**

Students will use information gathered during Lessons 2 & 3 and use it to develop a presentation meeting the criteria indicated and be ready to present to the whole group during the next session.
---

**Lesson Preparation**

<p><b>Essential Questions:</b> How does a person act at work when they have their dream career?</p> <p><b>Engagement (Hook):</b> Counselor will distribute students' <i>Dream It, Plan It Do It</i> and <i>Map A Course</i> Activity Sheets completed during Lessons 2 &amp; 3 and tell students they will be using that information to create a presentation that they will be presented during the next class session.</p>
--

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Counselor will distribute <i>Dream It, Plan It Do It</i> and <i>Map A Course</i> Activity Sheets from Lessons 2 &amp; 3. Tell students about the various supplies they will have available to complete the project.</li> <li>2. Counselor will distribute the “<i>Your Dream Career</i>” Presentation Criteria Activity Sheet and <i>Instructor and Student Checklist/Rubric</i> Activity Sheet to</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students listen to directions</li> <li>2. Students listen and look over the Activity Sheets, asking questions as needed.</li> </ol>
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<p>students and explain the sheets thoroughly so students know what is expected of them.</p> <p>3. Counselor goes from group to group, or to each individual to determine their progress and offer suggestions or assistance.</p> <p>4. At the end of the session, the counselor will collect all materials and presentation information, and tell students who are not finished how they can arrange to complete the project before the next session.</p>	<p>3. Students work alone or in groups, asking for assistance if needed.</p> <p>4. Students will turn their projects in to the counselor and make arrangements to complete the task if necessary.</p>
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### **Teacher Follow-Up Activities**

Teacher may need to allow time for completion before the next session.

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

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**Activity Sheet*****“Your Dream Career”* Presentation Criteria**

Prepare a multi media presentation that describes your Dream Career. Use the information that you gathered on the *Dream It, Plan It, Do It* Activity Sheet and the *Map A Course* Activity Sheet as your preliminary information. You may use other resources to add information to your final project.

1. In addition to the two Activity Sheets, you may use any or all of the following to get further information:
  - a. Occupational Outlook Handbook
  - b. Personal interviews
  - c. Internet research
  - d. Library books on specific jobs
  - e. Newspapers
  - f. Magazines or journals
2. Design a presentation that covers the following information:
  - a. Dream job
  - b. Career path where it can be found
  - c. Education needed for the job
  - d. Special skills needed for the job
  - e. Chances for promotion
  - f. Other related jobs
3. Select a form of presentation:
  - a. Research paper
  - b. PowerPoint
  - c. Poster
  - d. Brochure
  - e. Tri-fold display
  - f. Video
  - g. Puppet performance
  - h. Other – this must be cleared with the teacher/counselor.

**\*\*Remember:** You will only have two class periods to prepare the presentation and they will be presented during the third class.

**Your final project will be due :** \_\_\_\_\_

**Activity Sheet****Instructor and Student Checklist/Rubric**

(Use this as your final summary for each group presentation)

**Name:** \_\_\_\_\_**Dream Career:** \_\_\_\_\_**Presentation Format:** \_\_\_\_\_ Paper \_\_\_\_\_ Power point \_\_\_\_\_ Brochure \_\_\_\_\_ Display  
\_\_\_\_\_ Poster \_\_\_\_\_ Video \_\_\_\_\_ (Other: \_\_\_\_\_)**Process:**

	10 pts	8 pts	6 pts	4 pts	2 pts
1. Utilized research and worksheets					
2. Properly organized to complete project					
3. Managed time wisely					
4. Worked well within your group					

**Design and Content:**

	10 pts	8 pts	6 pts	4 pts	2 pts
5. Student/group's name was on the presentation					
6. Project had a clear title and understandable content					
7. Information is relevant and interesting					
8. Students have used creativity in the design					
9. Students have used correct punctuation, complete sentences, grammar, and spelling					
10. Students showed complete understanding of presented material					
11. Students have labeled necessary video, graphics, maps and/or have credited their sources					
12. Students have a complete bibliography citing all sources used					
13. Student has followed directions					
14. Student has demonstrated a knowledge of the subject matter					
15. Presentation was concise and/or neatly presented					

**Presentation:**

	10 pts	8 pts	6 pts	4 pts	2 pts
16. The presentation was fluent from beginning to end					
17. Students were able to adequately explain their project and/or make their presentation					
18. Presentation covered all the required information					
19. Student included graphics, pictures, graphs and charts, and other visuals in their presentation					
20. Student made their presentation in a clear, easy to understand voice					

**Total points:** \_\_\_\_\_/200

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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**Unit #1 Title:** Your Dream Career

**Lesson Title:** Dream Career Presentation, Part 2

**Lesson:** 4 of 4

**Grade Level:** 5

**Length of Lesson:** 45 minutes, possibly could take two sessions

**Missouri Comprehensive Guidance Standard:**

CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education

CD.9: Applying employment readiness skills and the skills for on-the-job success

**Grade Level Expectation (GLE):**

CD.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, 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 National Standard (ASCA):**

Career Development

C: Students will understand the relationship between training and the world of work.

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

Student-created projects from previous lesson

Computers with PowerPoint if electronic presentations are to be done

Student Copies of “*Your Dream Career*” Presentation Criteria Activity Sheet

Student Copies of *Instructor and Student Checklist/Rubric* 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 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 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	
	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 Assessment (acceptable evidence):**

Students will present their final presentations about “Dream Careers” and will be rated according to the criteria.

**Lesson Preparation**

**Essential Questions:**

How can you tell when someone is successful in his or her career?

**Engagement (Hook):**

Counselor will distribute all materials for projects and tell students how they will proceed to present their final presentation.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Counselor will give the students 5 to 10 minutes to review their projects and prepare for their presentations.	1. Students review their presentation information
2. Counselor will tell students the order in which they will present their projects, or ask for volunteers and make a list of the order for presentations.	2. Students volunteer to present.
3. Counselor watches and listens to each presentation and assesses it according to the rubrics.	3. Students present to the class as the rest of the students watch and listen.
4. At the end of the session, the counselor will tell students when they can expect to	4. Students listen. Those who have given presentations will take their projects

<p>receive their project's <i>Instructor and Student Checklist/Rubric</i> Activity Sheet rating. If there was not enough time for all presentations, another session may need to be scheduled to allow for completion. If projects are to be kept for an upcoming display for parent night, etc. Counselor will collect and store materials or make arrangements for teacher to store them.</p>	<p>home unless they are to be kept at school for an upcoming event. If there was not enough time during this session for all to present, those who have not yet presented need to turn in their projects until next time.</p>
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### **Teacher Follow-Up Activities**

<p>Teacher may need to help with collecting and storing projects if they will be used for an upcoming event such as a display during parent night.</p>
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### **Counselor reflection notes (completed after the lesson)**

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**Activity Sheet*****“Your Dream Career”* Presentation Criteria**

Prepare a multi media presentation that describes your Dream Career. Use the information that you gathered on the *Dream It, Plan It, Do It* worksheet and the *Map A Course* worksheet as your preliminary information. You may use other resources to add information to your final project.

1. In addition to the two worksheets, you may use any or all of the following to get further information:
  - a. Occupational Outlook Handbook
  - b. Personal interviews
  - c. Internet research
  - d. Library books on specific jobs
  - e. Newspapers
  - f. Magazines or journals
2. Design a presentation that covers the following information:
  - a. Dream job
  - b. Career path where it can be found
  - c. Education needed for the job
  - d. Special skills needed for the job
  - e. Chances for promotion
  - f. Other related jobs
3. Select a form of presentation:
  - a. Research paper
  - b. PowerPoint
  - c. Poster
  - d. Brochure
  - e. Tri-fold display
  - f. Video
  - g. Puppet performance
  - h. Other – this must be cleared with the teacher/counselor.

**\*\*Remember:** You will only have two class periods to prepare the presentation and they will be presented during the third class.

**Your final project will be due :** \_\_\_\_\_

## Activity Sheet

**Instructor and Student Checklist/Rubric**

(Use this as your final summary for each group presentation)

Name: \_\_\_\_\_

Dream Career: \_\_\_\_\_

Presentation Format: \_\_\_\_\_ Paper \_\_\_\_\_ Power point \_\_\_\_\_ Brochure \_\_\_\_\_ Display  
 \_\_\_\_\_ Poster \_\_\_\_\_ Video \_\_\_\_\_ (Other: \_\_\_\_\_)

**Process:**

	10 pts	8 pts	6 pts	4 pts	2 pts
1. Utilized research and worksheets					
2. Properly organized to complete project					
3. Managed time wisely					
4. Worked well within your group					

**Design and Content:**

	10 pts	8 pts	6 pts	4 pts	2 pts
5. Student/group's name was on the presentation					
6. Project had a clear title and understandable content					
7. Information is relevant and interesting					
8. Students have used creativity in the design					
9. Students have used correct punctuation, complete sentences, grammar, and spelling					
10. Students showed complete understanding of presented material					
11. Students have labeled necessary video, graphics, maps and/or have credited their sources					
12. Students have a complete bibliography citing all sources used					
13. Student has followed directions					
14. Student has demonstrated a knowledge of the subject matter					
15. Presentation was concise and/or neatly presented					

**Presentation:**

	10 pts	8 pts	6 pts	4 pts	2 pts
16. The presentation was fluent from beginning to end					
17. Students were able to adequately explain their project and/or make their presentation					
18. Presentation covered all the required information					
19. Student included graphics, pictures, graphs and charts, and other visuals in their presentation					
20. Student made their presentation in a clear, easy to understand voice					

Total points: \_\_\_\_\_/200

Missouri Comprehensive Guidance Programs:

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<b>Unit #1 Title:</b> Working Together	<b>Grade Level:</b> K
<b>Number of Lessons in Unit:</b> 2	
<b>Time required for each lesson:</b> 30 minutes	
<b>Best time to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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)	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.9: Applying Employment readiness skills and the skills for on-the-job success.	
<b>Grade Level Expectation:</b>	
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.	
<b>American School Counselor National Standard (ASCA):</b>	
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.

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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 orally communicate ways they are helpers at school and the ways in which they work cooperatively.

**Brief Summary of Unit:**

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.

**Unit Goals and Objectives:**

Students will learn what teamwork and cooperation are.

Students will learn that they can be helpers.

Students will learn about job they can perform in school to help.

**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

<b>Unit #1 Title:</b> Working Together	
<b>Lesson Title:</b> Cooperative Puzzles	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> K	
<b>Length of Lesson:</b> Flexible (20-30 minutes)	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success.	
<b>Grade Level Expectation:</b> CD.9.A.0K.a.i: Identify personal and ethical skills needed to work cooperatively with others in a group at school.	
<b>American School Counselor Association National Standard (ASCA):</b> 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
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**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	

	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

Counselor will assess students by observation while students are engaged in the cooperative task.
---

### Lesson Preparation

<p><b>Essential Questions:</b> Why do you need to learn how to play and work with other people? What does it look like when a group is working cooperatively?</p> <p><b>Engagement (Hook):</b> 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.)</p>
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### Procedures

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. When students agree on solution (sharing, working in small groups), assign students to cooperative work groups.</li> <li>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.</li> <li>3. Counselor circulates around the room 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.</li> </ol>	<p><b>Student Response:</b></p> <ol style="list-style-type: none"> <li>1. Students go to assigned groups.</li> <li>2. Students will participate in the role-play to identify and practice cooperative skills.</li> <li>3. Students work together to complete their group’s puzzle using cooperative skills. (Some of the group work would include putting the puzzle away.)</li> </ol>
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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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<b>Unit #1 Title:</b> Working Together	
<b>Lesson Title:</b> Helping Others	<b>Lesson:</b> 2 of 2
<b>Grade Level:</b> K	
<b>Length of Lesson:</b> Flexible (20-40 min.)	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9 Applying employment readiness skills and the skills for on-the-job success.	
<b>Grade Level Expectation:</b> CD.9.B.0K.a.i: Identify helper jobs that are available in the classroom.	
<b>American School Counselor Association National Standard (ASCA):</b> 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)
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**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
X	Respect	X	Helping others		



**Lesson Assessment (acceptable evidence):**

Students will orally communicate one way that he or she is a helper at home and school.  
Students will orally communicate the names of the classroom helper jobs.

**Lesson Preparation**

**Essential Questions:**

How does being a helping person help 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:**

1. Counselor reads the book (via the puppet) to the children asking periodic questions to check for comprehension.
2. After reading the book, counselor will say to the students, “I would like each of you to describe you 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.
3. The counselor will ask, “How did it feel in your heart when you helped? How did it feel to be helped?
4. Our class depends on each of us being helpers. In your classroom here are jobs 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.

**Student Involvement:**

1. Students respond to questions.
2. Students will describe a time they were helpful and/or someone was helpful to them.
3. Students will share how they felt helping and being helped.
4. Students name classroom jobs and tell why each is important.
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**

<b>Unit #1 Title:</b> School Jobs, School Success	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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	
Chalk or wipe-off board	
Pencil, markers, or crayons	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.9: Applying Employment Readiness Skills and The Skills For On-The-Job Success	
<b>Grade Level Expectation:</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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	

**Unit Assessment (acceptable evidence):**

Students will demonstrate knowledge of work habits via student work samples (activity sheets), role-play and participation in discussion.

**Brief Summary of Unit:**

This unit will assist students in learning about classroom jobs and the importance of using effective work habits to be successful at school.

**Unit Goals:**

1. Students will learn the importance of jobs in the classroom.
2. Students will identify what personal, ethical and work habit skills are needed for classroom jobs.
3. Students will learn how students are assigned classroom jobs.

**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 home.

<b>Unit #1 Title:</b> School Jobs, School Success	
<b>Lesson Title:</b> Silly School vs. Super School	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 1	
<b>Length of Lesson:</b> 20-30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and The Skills For On-The-Job Success	
<b>Grade Level Expectation:</b> 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.	
<b>American School Counselor Association National Standard (ASCA):</b> 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
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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 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

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

Observation: Students will participate in discussion.

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

Why do we have classroom jobs?

Why are those jobs important?

**Engagement (Hook):** Introduce a puppet named Silly Susie. Explains that Silly Susie never does anything right. She 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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Before the instructor 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 instructor says, "What did you notice about the students at the Silly School?"	2. Students respond...(Possible answers: The students were mean and not honest. The students didn't listen. They didn't do their work. They cheated on their work.)
3. The instructor says, "Were the students at Silly School practicing the three skills	3. Students respond with rationale e.g. no because the students were mean, hurtful,

(personal, ethical, work habit) on the board? How do you know?"	didn't get their work done, and they were dishonest.
4. Before reading the second story, the instructor will say, "One day Silly Susie's parents decide 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 instructor will say, "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 instructor will ask, "Which school do you think the students were more successful? Why?"	6. The students respond with providing rationale for responses.
7. The instructor will continue 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 instructor will ask, "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 instructor reviews personal, ethical and work habit skills and how those skills help students perform their jobs like students in "Super School" before completing 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.

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

## ***Silly School Story***

By Annie Moffatt

**Once upon a time, there was this silly school called “Oopsacalifragilisticxpealladocious”. It was named that because everyone was always doing everything wrong! They called the school “Oops” for short.**

**Everyone at Oops told lies. The students wrote on each other’s papers, so the teachers could never tell who needed help. Everyone at Oops School was mean. All of the students did sloppy work. They never finished their schoolwork and always got bad grades. Oops!**

**The students took books, pencils, backpacks, coats and lunch money from each other. Everybody fought all the time to try to get their stuff back and since everybody told lies, nobody could tell what belonged to whom! Oops!**

**The students made promises but they never kept them so nobody could trust anybody. The teachers could not trust the students because they cheated on tests. The students ran in the halls and played in the water in the bathrooms. Sometimes the students would even yell in the school building! Oops!**

**Teachers, secretaries, custodians, cooks and principals would tell students to do things and the kids would say, “NO!” Oops!**

**Finally, the students quit coming to school at Oops because they couldn’t learn ANYTHING! Would you be able to learn anything at Oopsacalifragilisticxpealladocious?**



## ***Super School Story***

By Annie Moffatt

**Once upon a time, there was this super school called “Supercalifragilisticxpealladocious”. It was named that because everyone was always doing everything right! They called the school “Super” for short.**

**Everyone at Super told the truth. The students did their own work, so the teachers told them good job. The students did neat work. They always finished their work on time and always got good grades. Everyone at Super School was respectful. Super!**

**The students at Super School kept track of their own books, pencils, backpacks, coats and lunch money. Everybody was nice to each other. Everyone got all of their work done and turned it in on time. Super!**

**The students made promises and kept them so everybody trusted each other. The teachers trusted the students also. The students would never yell in the school building! Super!**

**Teachers, secretaries, custodians, cooks and principals would tell students to do things and the kids would say, “Yes” very respectfully! Super!**

**All of the students had perfect attendance at Super School and they loved to learn! Would you be able to learn anything at Supercalifragilisticxpealladocious?**

<b>Unit #1 Title:</b> School Jobs, School Success	
<b>Lesson Title:</b> On-the-Job Skills	<b>Lesson:</b> 2 of 2
<b>Grade Level:</b> 1	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and The Skills For On-The-Job Success	
<b>Grade Level Expectation:</b> 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.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.	

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

<i>Classroom Job</i> Activity Sheet Chalk or Wipe Off Board Pencil, markers or crayons to complete the activity sheet
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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 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	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

Observation: Students will verbally list personal, ethical and work habit skills needed for classroom jobs during discussion.

**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 blackboard or previously prepared poster boards with the information listed under counselor directions #1 (Personal, Ethical, and Work Habit Skills).

**Procedures****Instructor Procedures:**

1. The instructor 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.

2. The instructor 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.)

3. Once the sheet has been completed the

**Student Involvement:**

1. Students participate in the review by giving examples of the three skills.

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. The students move into the circle and

<p>instructor asks students to move into a “Job Sharing Circle.” The instructor will write the classroom jobs listed on the board.</p> <p>4. After the classroom jobs have been identified the instructor selects one of the jobs and asks the students to describe the importance of personal, ethical and work habit skills related to that job.  <b>Example: Line Leader Classroom Job:</b>  <i>Personal Skills needed:</i> good leader, polite, good listener friendly and respect for others.  <i>Ethical Skills needed:</i> Responsible and good role model and quiet in line  <i>Work Habits needed:</i> Travel quickly from one place to another. Faces forward when leading,  Give examples from one or two other jobs if time permits.</p> <p>5. Review the importance of classroom jobs and the importance of personal, ethical and work habits when performing classroom jobs.</p>	<p>share one idea from their sheet.</p> <p>4. Students give ideas for the three skills related to the classroom job.</p> <p>5. Students share ideas during the review.</p>
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### 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


<b>Unit #1 Title:</b> Personal Job Skills	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	
<b>Time required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this unit:</b> Anytime	
<b>Lesson Titles:</b>	
Lesson 1: School Success	
Materials/Special Preparations Required:	
"I Am Wonderful" poem written by A. Moffatt	
Activity Sheet 1- "Personal Skills for School Success" for each child	
Crayons, pencils, markers	
Lesson 2: My School Job	
Materials/Special Preparations Required:	
<i>Classroom Helper Job Application</i> Activity Sheet	
Chalkboard or wipe-off board	
Blank pieces of paper for several small groups	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.	
<b>Grade Level Expectation:</b>	
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.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

**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):**

Student Work Sample: Students will demonstrate knowledge of personal, ethical, and work habit skills for school success by completing 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.

**Unit Goals and Objectives:**

Students will be able to differentiate between personal, ethical, and work habit skills.

Students will compare personal, ethical, and work habit skills for success at school, work, and in the community.

**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.

<b>Unit #1 Title:</b> Personal Job Skills	
<b>Lesson Title:</b> School Success	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 2	
<b>Length of lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills And The Skills For On-The-Job Success	
<b>Grade Level Expectation:</b> CD.9.A.02.a.i: Identify personal, ethical, and work habit skills needed for workers in the community.	
<b>American School Counselor Association National Standard (ASCA):</b> 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 1- "Personal Skills for School Success" for each child Crayons, pencils, markers
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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 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	



**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

**Lesson Assessment (acceptable evidence):**

Student Work Sample: 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 does a person need good work habits?
- Why is honesty important at work and school?

**Engagement: (Hook)**

The instructor will read the poem “I Am Wonderful!” and act it out.

**Procedures****Instructor Procedures:**

1. Counselor will say, “I am going to read you a poem called -- I Am Wonderful! Watch me as I act it out.”
2. Counselor will read the poem and teach students how to act it out.
3. The counselor will continue by saying, “I am going to say it again, this time you say with me.”
4. The counselor will say, “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.”
5. The counselor will continue with the discussion by saying, “These are skills 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 skills are? Instructor will write the terms on the board and continue leading discussion with student examples.  
Review these skills if they are not shared during the discussion.

**Student Involvement:**

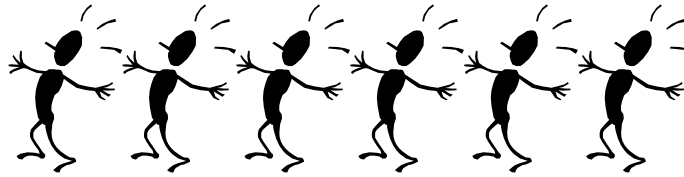
1. Children listen and watch.
2. Students will watch and act it out with you.
3. Students will attempt to say the poem and act it out.
4. Students will say the poem and act it out.
5. Students will give examples of ethical (honesty, doing your own work, showing up on time) and positive work habit skills (being organized, completing work, neat work).

<p><b><u>Personal Skills</u></b> are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.</p> <p><b><u>Ethical Skills</u></b> 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.</p> <p><b><u>Work Habit Skills</u></b> are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.</p> <p>6. Counselor will say, “Now we are going to do an activity sheet about personal, ethical and positive work habit skills. We will do the activity sheet together.</p> <p>7. The counselor will facilitate discussion of each type of skill as students complete activity sheet as a group.</p> <p>For example: “Both are personal <i>choices</i>. 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.</p> <p>8. The counselor continues to process responses for the rest of the activity sheet with students.</p> <p>9. In closing the counselor shares that during the next guidance lesson the class will be discussing classroom jobs.</p>	<p>6. Students will complete activity sheets.</p> <p>7. Students will participate in discussion as they complete activity sheet as a group.</p> <p>8. Students continue to complete the activity sheet and discuss answer with the counselor and rest of the class.</p> <p>9. Students share closing comments.</p>
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### Teacher Follow-Up Activities

<p>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.</p>
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**Counselor reflection notes**

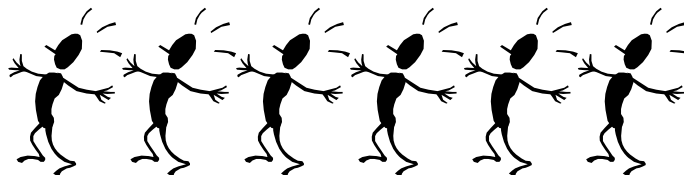


**I Am Wonderful!**  
**By Annie Moffatt and Friends**

**I am...**  
**Smart**  
***Happy***  
**Clean,**  
**Snappy!**  
**(Snap fingers three times.)**

**I am...**  
**Learning**  
**Sharing**  
**Helping**  
**Caring!**  
**(Cross hands over your heart.)**

**I am ...**  
**Honest**  
**Thoughtful**  
**Organized**  
**Wonderful!**  
**(Make W's with both hands-first 3 fingers and use that to accentuate**  
**each syllable of wonderful.)**



Activity Sheet 1

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, PH	Skills	Skills	P, E, PH
	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.	

<b>Unit #1 Title:</b> Personal Job Skills	
<b>Lesson Title:</b> My School Job	<b>Lesson:</b> 2 of 2
<b>Grade Level:</b> 2	
<b>Length of lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills And The Skills For On-The-Job Success	
<b>Grade Level Expectation:</b> CD.9.B.02.a.i: Identify and apply the steps to obtain helper jobs within the classroom.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.	

**Materials and Resources (include handouts or supporting documents)**

<i>Classroom Helper Job Application</i> Activity Sheet Chalkboard or wipe-off board 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

### Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

### Lesson Assessment (acceptable evidence):

The students will complete a job application using their knowledge of personal, ethical and work habit skills.

### Lesson Preparation

#### Essential Questions:

Why do classrooms have helper jobs? Why are helper jobs important? What makes a good helper?

**Engagement: (Hook)** Engage in an impromptu role-play with the teacher (or another staff member) that explores the following situation: One of the two adults has decided to quit their job because they don't think it's important.

### Procedures

#### Instructor Procedures:

1. Counselor will engage in a brainstorming activity in which classroom jobs are written on the board. The instructor will erase one of the jobs and discuss what would happen if someone quit and there was one else to do job. What would the consequences for the classroom be?
2. The counselor will divide the class into small groups. Group roles are reviewed and assigned.
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.
4. The counselor gives the class time to work and informs them that they will be sharing their ideas.
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.

#### Student Involvement:

1. The students brainstorm listing classroom jobs such as line leader, board eraser, paper passer, etc.
2. Students move into groups and participate in review of group roles.
3. The recorder is assigned to write down group answers on a blank piece of paper.
4. A group leader is asked to share the ideas for each job that the group came up with.
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**



Classroom Helper Job  
2<sup>nd</sup> Grade Job Application

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Age \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Name \_\_\_\_\_

I would like to do these classroom jobs \_\_\_\_\_

Why would you be a good helper?

\_\_\_\_\_

\_\_\_\_\_

Why do you want to be a helper?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circle your qualities:

Honest

Responsible

Reliable

Neat

Clean

Helpful

Follows Rules

Good Listener

Kind

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Teacher Use Only

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Unit #1 Title:</b> Skills for Success	<b>Grade Level:</b> 3
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
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	
Large Venn Diagrams for each group	
Tape for each group.	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success	
<b>Grade Level Expectation(s):</b>	
CD.9.A.03.a.i: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community	
<b>American School Counselor Association National Standard (ASCA):</b>	
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 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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):**

Student 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.

**Unit Goals and Objectives:**

Differentiate between personal, ethical, and work habit skills.

Compare personal, ethical, and work habit skills for student success to those of workers in 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?**

What does success mean? Students need knowledge of skills needed for school success.

**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 Standard:**

CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.

**Grade Level Expectation (GLE):**

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):**

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	
	Health/Physical Education	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Fine Arts	
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### Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Creativity		

### Lesson Assessment (acceptable evidence):

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:** Are there certain skills that contribute to success in school? In life? What would happen if a person didn't have some of these skills in a job?

#### Engagement: (Hook)

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.

Read the Missouri Mule Poem aloud – Discuss the personal, ethical, and work habit skills (or lack there of) 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.

### Procedures

Counselor Instructions to Students:	Student Response:
1. Counselor says, "I have listed some personal, ethical, and work habit skills on a pieces 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 a piece 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 "Show Me" command, they move to the appropriate area of the room.
2. Proceed to one of the areas and choose a student to read the skill on his/her list 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 the skill could go in another area.	3. Student identifies other areas that the skill could fit and the 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 “Mule Poem” or writing their own poem about a students using the positive Personal, Ethical and Work Habit Skills shared during the lesson.	5. Students share their poem.

**Teacher Follow-Up Activities**

Encourage classroom teacher to relate the Personal, Ethical and Work Habit skills to the work students do in the classroom.
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**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.

<b>Personal Skills</b>	<b>Ethical Skills</b>	<b>Work Habit Skills</b>
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.		

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.



<b>Unit #1 Title:</b> Skills for Success	
<b>Lesson Title:</b> Getting Ready for Success, Part 2	<b>Lesson 2 of 2</b>
<b>Grade Level:</b> 3	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying employment readiness skills and the skills for on the job success.	
<b>Grade Level Expectation (GLE):</b> CD.9.A.03.a.i: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.	
<b>American School Counselor Association National Standard (ASCA):</b> 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 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

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

Complete the Venn Diagram to compare personal, ethical, and work habit skills needed for school success to those of workers in the community.

### Lesson Preparation

#### Essential Questions:

How do the personal, ethical, and work habit skills needed for school success compare to those of workers in the community?

#### 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	Student Response:
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 skill).	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.

### Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal, Ethical and Work Habit skills to the work students do in the classroom.

**Counselor reflection notes**

Activity Sheet 1

**Personal, Ethical, and Work Habit Skills**

**Please Note:** Skills will likely fit into more than one category.

<b>Personal Skills</b>	<b>Ethical Skills</b>	<b>Work Habit Skills</b>
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.		

**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

*School Job Ranking Activity Sheet*

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.

*Job Skills Activity Sheet*

*School Job Ranking Activity Sheet* (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

*Thank you Activity Sheet*

**Missouri Comprehensive Guidance Standard:**

CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.

**Grade Level Expectation (GLE):**

CD.9.B.03.a.i: Identify and apply the steps to obtain helper jobs within the school.

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

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 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	

**Lesson Assessment (acceptable evidence):**

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 reasons for their choices.
Upon 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.

**Unit Goals and Objectives:**

Students will identify the skills needed to perform helper jobs within the school system.  
Students will identify personal skills that they possess to aid them in performing helper jobs within the school system.  
Students will write a rationale describing why they selected the job they shadowed  
Students will complete a job shadow experience with specific school personnel and reflect on

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.

**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 Standard:**

CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.

**Grade Level Expectation (GLE):**

CD.9.B.03.a.i: Identify and apply the steps to obtain helper jobs within the school.

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

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.

*School Job Ranking Activity Sheet.*

**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 Assessment (acceptable evidence):**

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:**

- Are certain skills necessary for students for a helper jobs within the classroom or school?
- Why are those skills important?
- What steps need to be taken to obtain a helper job within the classroom or school?

**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.

## Procedures

Instructor Procedures	Student Response:
<ol style="list-style-type: none"> <li>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.</li> <li>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: <ul style="list-style-type: none"> <li>• Introduce themselves and share their job title.</li> <li>• Tell some important responsibilities they have with their job.</li> <li>• Tell what school skills they use on the job (reading, writing, math...)</li> </ul> </li> <li>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 <i>School Job Ranking Activity Sheet</i>. The students can write their paragraph on the back of the ranking sheet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will listen to the speakers and take notes on the information.</li> <li>2. Students will listen to the speakers and take notes on the information.</li> <li>3. During the remaining time, students begin ranking their choices and writing about their reasons for making those choices.</li> </ol>

**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**

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 Standard:**

CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.

**Grade Level Expectation (GLE):**

CD.9.B.03.a.i: Identify and apply the steps to obtain helper jobs within the school.

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

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 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	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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

	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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:

- Are certain skills necessary for students for a helper jobs within the classroom or school?
- Why are those skills important?
- What steps need to be taken to obtain a helper job within the classroom or school?

#### Engagement:

- 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

Instructor Procedures:	Student Response:
<ol style="list-style-type: none"> <li>1. Tell students that today they will use their ranking sheet what they wrote about job shadowing from the previous lesson ((<i>School Job Ranking Activity Sheet</i> completed during Lesson 1). Ask several to explain the rationale for their choices.</li> <li>2. Using the <i>Job Skills Activity Sheet</i> instruct the students to select one member of the school workers and list the skills he or she possesses that would be necessary in the job. Then, instruct students to use their highlighter to check the skills that the student possesses now.</li> <li>3. After completion of the comparison list, collect each student list and instruct the students to make a new list of their top three choices for job shadowing and provide a rationale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will discuss what they wrote at the end of Lesson 1.</li> <li>2. Students will create a comparison list.</li> <li>3. Students reevaluate their top three choices to make sure they match the skills represented on the web they developed.</li> </ol>

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.
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**Teacher Follow-Up Activities**

Work with the classroom teacher to schedule some time for the students to shadow a school worker prior to Lesson 3.

**Counselor reflection notes**

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**Job Skills Activity Sheet**

**School Worker** \_\_\_\_\_

**List skills they need to be successful at their job.**

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<b>Unit #2 Title:</b> Workers in Our School Community	
<b>Lesson Title:</b> Me and My Job Shadow, Part 3	<b>Lesson 3 of 3</b>
<b>Grade Level:</b> 3	
<b>Time Required:</b> 30-45 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.	
<b>Grade Level Expectation (GLE):</b> CD.9.B.03.a.i: Identify and apply the steps to obtain helper jobs within the school.	
<b>American School Counselor Association National Standard (ASCA):</b> 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.
<i>Thank you Activity Sheet</i>

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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		Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

Upon completion of the job shadowing experience, students will write a 3 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, they will compose a thank you note to the person he or she job shadowed.

### Lesson Preparation

#### Essential Questions:

Why are personal, ethical, and work habit skills important in the jobs the students observed?  
Why are these skills important?

#### Engagement: (Hook)

The job shadowing experience will be the engagement for this lesson.

#### Instructor Procedures:

1. Instruct students to write 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.
2. Ask the students to share, with a partner, one thing he or she learned during the job 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 write a thank you note to the person he or she job shadowed. Using the *Thank you Activity Sheet*.

#### Student Response:

1. Students will write the reflection paper, including the elements identified in instructions.
2. Each student will share one thing he or she learned during the job shadowing 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.

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| 5. Arrange for delivery of thank you notes to the appropriate people by students or you. |  |
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**Teacher Follow-Up Activities**

Work with classroom teacher to allow time for students to deliver thank you notes.
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**Counselor reflection notes**

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## Thank you Activity Sheet

**Dear** \_\_\_\_\_,

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<b>Unit #1 Title:</b> Working Together	<b>Grade Level:</b> 4
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
Lesson 1: Personal and Ethical Skills	
Materials/Special Preparations Required:	
Writing paper and pencils for each student	
Chalk board or large sheet of paper 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)	
Magazine pictures of food students contribute (see Lesson 1 Step # 8)	
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	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.	
<b>Grade Level Expectation (GLE):</b>	
CD.9.A.04.a.i: Demonstrate personal and ethical skills needed to work with diverse groups of people.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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

	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	

**Lesson Assessment (acceptable evidence):**

Students' communication and collective problem solving will be monitored throughout the lessons.

**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.

**Unit Goals:**

Students will show, through actions and writing, that they possess the personal and ethical

skills needed to work with diverse groups of people.

**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.

**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 Standard:**

CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success

**Grade Level Expectation (GLE):**

CD.9.A.04.a.i: Demonstrate personal and ethical skills needed to work with diverse groups of people.

**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)**

Writing paper and pencils for each student

Chalk board or large sheet of paper to compile brainstorming ideas

Chalk or markers as needed

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>8. Explore, prepare for, and seek educational and job opportunities</p>



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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	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 Assessment (acceptable evidence):**

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 you need to work with different types of people?

**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 does diverse?" Share how this group is diverse.

### **Procedures**

#### **Instructor Procedures:**

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 chart paper. 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

#### **Student Involvement:**

1. Students will brainstorm the meaning of "diversity." Their definitions will represent a broad spectrum of diversity. Diversity of thought, of hairstyle choices, of tastes in music and more.

<p>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.)</p> <ol style="list-style-type: none"> <li>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.</li> <li>3. Ask, “How can you respect others’ ideas when you are working together in the large group?”</li> <li>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.</li> <li>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. <ul style="list-style-type: none"> <li>• Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.</li> <li>• 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</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>2. Students will write as many skills as they can in two minutes...(e.g. listening, taking turns, respect, sharing ideas, accepting ideas). Save list for lesson 2.</li> <li>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).</li> <li>4. Students volunteer and share responses.</li> <li>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.</li> </ol>
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<p>work and doing your best work.</p> <p>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.</p> <p>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.</p>	<p>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."</p>
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## 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 Standard:**

CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.

**Grade Level Expectation (GLE):**

CD.9.A.04.a.i: Demonstrate personal and ethical skills needed to work with diverse groups of people.

**American School Counselor Association (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)**

Large blankets (enough for 1 blanket per 5-7 students)

Magazine pictures of food students contribute (see Lesson 1 Step # 8)

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

**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 Assessment (acceptable evidence):

Students will participate in a discussion afterwards about their successes and failures. They will also be expected to write a short essay on what they learned about the personal and ethical skills needed to work with this diverse group of people.

### Lesson Preparation

#### Essential Questions:

What does it look like when someone uses the appropriate communication skills and respect for each other to achieve a common goal?

**Engagement (Hook):** Prepare large blankets (enough for 1 blanket per 5-7 students)

Tape or pin a 'gold medal' to one side of each of the blankets.

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.

### Procedures

Instructor Procedures:	Student Involvement:
1. Tell students to begin. Use stopwatch to time groups. After 2 or 3 minutes of	1. Students will talk within groups to determine what is working and what is

<p>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, re – start process (and stopwatch) note when each group completes the task.</p> <ol style="list-style-type: none"> <li>2. 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 and ethical skills were/were not used? Facilitate the discussion.</li> <li>3. 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?</li> <li>4. Give students directions for their written essay.</li> </ol> <p>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.</p>	<p>not and how they will revise their plan of action to more readily reach the “gold.”</p> <ol style="list-style-type: none"> <li>2. In their groups, students will complete “T-charts” individually and then discuss as a group using the questions you ask as prompts for group discussion.</li> <li>3. Students will compare their individual ideas with their actual experiences in evaluating what personal and ethical skills are needed when working in a group.</li> <li>4. Students will write essays: “Going for the Gold: What I Have Learned About Working In Diverse Groups.”</li> </ol>
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### Teacher Follow-Up Activities

<p>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.</p>
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### Counselor reflection notes (completed after the lesson)

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<b>Unit #2 Title:</b> Presenting: Me!	<b>Grade Level:</b> 4
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Anytime	
<b>Lesson Titles:</b>	
Lesson 1: Who Is the Best Person for the Job?	
Materials/Special Preparations Required	
Room to work in groups.	
Chart or poster paper and markers.	
<i>Personal Portfolio Folder</i> (plan folder students can design and decorate)	
<i>Personal Portfolio Profile</i> 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).	
Transparency of a sample Resume' and Portfolio information.	
<i>Personal Portfolio Folder</i> (from Lesson 1)	
<i>Interview Questions</i> Activity Sheet	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success	
<b>Grade Level Expectations (GLE):</b>	
CD.9.B.04.a.i: Identify the components of a portfolio.	
<b>American School Counselor Association National Standard (ASCA):</b>	
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
	Goal 3: Recognize and solve 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) 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	

**Lesson Assessment (acceptable evidence):**

Students will become 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 develop a <i>Personal Portfolio Folder</i> ; complete a <i>Personal Portfolio Profile and Interview Questions Activity Sheets</i> .
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**Brief Summary of Unit:**

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.

**Unit Goals:**

Students will work together and decide what is important for a worker to be hired, and then learn how this information might be obtained.

**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.



<b>Unit #2 Title:</b> Presenting: Me!	
<b>Lesson Title:</b> Who Is the Best Person for the Job?	<b>Lesson</b> 1 of 2
<b>Grade Level:</b> 4	
<b>Length of Lesson:</b> 45 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.	
<b>Grade Level Expectation (GLE):</b> CD.9.B.04.a.i: Identify the components of a portfolio.	
<b>American School Counselor Association (ASCA):</b> 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). <i>Personal Portfolio Folder</i> (plan folder students can design and decorate) <i>Personal Portfolio Profile Activity Sheet</i>
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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 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	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

Groups of four students will be 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:** What types of information would an employee need about a job applicant?

1. **Engagement (Hook):** Ask to two or three volunteers. Tell the volunteers they are going to magic 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**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Divide class into groups of 4 "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, as a group, the name of your company and its purpose (e.g. a chocolate factory or an amusement park).</li> <li>2. Students have prior knowledge about what makes a good worker. Activate their knowledge by asking thought provoking questions about previous experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will demonstrate personal and ethical skills as they decide on their new company's name and product.</li> <li>2. Students will share information learned.</li> </ol>

<ul style="list-style-type: none"> <li>• What have you learned about being a successful student?</li> <li>• What do you remember about the personal and ethical skills workers need to have?</li> <li>• About the training and education needed for specific kinds of jobs?</li> </ul> <p>3. Have students, individually, 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 seeking quantity. 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.</p> <p><b>Personal Skills</b> are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.</p> <p><b>Ethical Skills</b> 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.</p> <p>4. Students will develop a <i>Personal Portfolio Folder</i> (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 missed? Have students think about what type of profile they have “created”.</p> <p>5. Students are then given time to complete their own <i>Personal Portfolio Profile</i> Activity Sheet to put in the folder.</p>	<ul style="list-style-type: none"> <li>• Completing work, organized, neat, good listener, responsible.</li> <li>• Helpful, doing the right thing, doing your best.</li> <li>• It is important to have a good education and the right training to do the job right.</li> </ul> <p>3. Students will develop individual lists and contribute to the brainstorming of group ideas.</p> <p>4. Working as a contributing team member, students will participate in discussion of the workers they want to hire, and share with the class.</p> <p>5. Students complete their Personal Portfolio Profile and share their information with the class or a partner if</p>
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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.	time permits. 6. Students put their folders in a safe place to add information during the next lesson and also throughout the school year.
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### **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.
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### **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:

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My special talents are:

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My personal and ethical strengths:

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My goals for the future (short-term or long-term)

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<b>Unit #2 Title:</b> Presenting: Me!	
<b>Lesson Title:</b> Who Really Gets Hired?	<b>Lesson 2 of 2</b>
<b>Grade Level:</b> 4	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success.	
<b>Grade Level Expectation (GLE):</b> CD.9.B.04.a.i: Identify the components of a portfolio.	
<b>American School Counselor Association (ASCA):</b> 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). Transparency of a sample Resume' and information from a portfolio. <i>Interview Questions Activity Sheet</i> <i>Personal Portfolio Folder</i> (from Lesson 1)
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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 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

	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

Students are able to 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:** Why would an employer need to know about a possible workers skills and experience? How can you prepare yourself for being hired?

**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 by 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. The group will introduce the Guest Speaker and the students that he/she will talk about things employers look for when considering someone for employment.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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... <i>Interview Questions</i> Activity Sheet. Each student should put their Activity Sheet in their Personal Portfolio Folder.	1. Students will generate questions to ask guest speaker during interview.
2. Students will be selected to ask certain	2. Students will ask questions that are

<p>questions written on their <i>Interview Questions</i> Activity Sheet. After the interview, synthesize the information the businessperson provided about portfolios with the criteria the students identified in Lesson I.</p>	<p>relevant to discussion of hiring employees.</p>
<p>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?</p>	<p>3. Students will participate in discussion of prior learning and new learning.</p>
<p>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?</p>	<p>4. Students will generate their own ideas as well as answer your questions.</p>
<p>5. Close lesson by talking about portfolios 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.</p>	<p>5. Students will continue the critical thinking process.</p>

### Teacher Follow-Up Activities

<p>Encourage students to add items and projects to their portfolio regularly.</p>
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### 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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Comments about information shared during the interview.

<b>Unit # 1 Title: TEAMS: Together Everyone Assures My Success    Grade Level: 6</b>	
<b>Number of lessons in unit: 3</b>	<b>Time required for each lesson: 30 minutes</b>
<b>Best time of year to implement this unit:</b> Fall, but could be any time.	
<b>Lesson Titles:</b>	
Lesson #1: Getting Caught in the Web	
Materials/Special Preparations Required:	
Large ball of yarn, scissors, soccer or similar-sized ball	
Lesson #2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together?	
Materials/Special Preparations Required:	
“How Do I Tie It All Together?” activity sheet (counselor may want to copy the activity sheet as a transparency or otherwise reproduce the activity sheet in larger form to work through with students)	
“Assessing My Time Management Skills” assessment worksheet	
Pencils, pens, or markers	
Lesson #3: What Is Important to Me?	
Materials/Special Preparations Required	
“What Is Important to Me?” activity sheet	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation(s):</b>	
PS.1.A.06.a.i: Identify individual strengths and areas for personal growth and good citizenship.	
PS.1.B.06.a.i: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.	
PS.1.C.06.a.i: Demonstrate skills needed to participate in team building.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.

X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	4. Writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes). 6. Participating in informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Once students have completed lessons from the unit, the counselor may check for student understanding by reviewing concepts with the students throughout the year to check assess progress toward goals or change in behavior. The counselor may also check with teachers to discover which students are experiencing difficulties with the unit concepts. The counselor may consider offering individual or small group sessions for students not able to apply concepts..

**Brief Summary of Unit:**

Lesson 1: Students will participate in a web activity to understand the importance of relationships and how one's actions determine the strength of relationships.

Lesson 2: Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities.

Lesson 3: Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.

**Unit Goals:**

- 1) Students will understand the skills needed to participate as a member of a team, family, school and community.
- 2) Students identify and develop personal planning strategies to cope with the various responsibilities to themselves, their families, and school.
- 3) Students will identify personal values that are important to them, while recognizing the perspectives of others.

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

The counselor may need to review group discussion skills (such as respecting the rights of individuals to express ideas, disagreeing in an appropriate manner, etc). The third lesson incorporates the Think-Pair-Share technique, so the students may need to be coached on the purpose and desired outcome if they are not familiar with the concept.

**Unit # 1 Title: TEAMS: Together Everyone Assures My Success**

**Lesson Title:** Getting Caught in the Web

**Lesson # 1 of 3**

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.B.06.a.i: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.

PS.1.C.06.a.i: Demonstrate skills needed to participate in team building.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

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

A large ball of yarn, a pair of scissors, soccer or similar-sized ball, human knot directions.

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Question/answer after activity in group format, reflection worksheet (see below)

**Lesson Preparation**

**Essential Questions:** How can a person's actions effectively contribute to their community?

**Engagement (Hook):** The Human Knot (see attached directions)

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. The counselor relates the following instructions: "We are going to start with Jane. She will hold the loose end of the ball of yarn, and then toss the ball to someone else in the group. He or she in turn will hold on to the string and throw the ball to someone else. You can throw the ball to anyone in the group, except the person to your immediate right or left."</li> <li>2. Once the web is formed, the counselor clips the ball of yarn away from the web. The counselor asks the students to hold the web tightly enough that it can support a soccer ball, which is placed in the middle of the web. The group's job is to keep the ball</li> </ol>	<ol style="list-style-type: none"> <li>1. All students are to gather in a circle for this activity. Beginning with the first student, the ball of yarn is tossed around the group to form a giant web.</li> <li>2. Students work together to keep the ball balanced in the web.</li> </ol>

<p>from falling through the web.</p> <p>3. The counselor then asks one student to drop his/her hold on the web.</p> <p>4. The counselor then asks two more students to drop their hold on the yarn.</p> <p>5. The counselor should consider the names of the students who make up the group. Choose an initial that will constitute a greater portion of the students. For example, "If your name begins with the letter J, drop your hold on the yarn."</p> <p>6. Finally, ask all the students to drop the yarn, leaving the collapsed web in the middle of the group. Have the students sit around the web in a circle on the floor to begin discussion. Possible questions for the students in the group:</p> <ul style="list-style-type: none"> <li>• To the group: "When the first student dropped the yarn, how hard was it to take up the slack?"</li> <li>• To the first student to drop the yarn: "How did you feel when you first dropped the yarn?" and "How did you feel as everyone else was still participating, and you weren't part of the group?"</li> <li>• To the group: "How did those of you who had to take up the slack feel as the others dropped out? How many of you wanted the chance to drop out as the job got harder?"</li> <li>• To the group: "This yarn web is an analogy for what we have to do in life to be part of a team. Can you explain how this web activity relates to being part of a team?"</li> <li>• To the group: "Other than a sports team, where else are you part of a group in which you expected hold up your 'end of the yarn'?" (Examples might include family, friendships,</li> </ul>	<p>3. One student drops his/her part of the yarn, and other students have to take up the slack and keep the ball from falling.</p> <p>4. The two students in question loosen their hold on the yarn. The other students will continue to take up the resulting slack.</p> <p>5. Once the other students drop the yarn, the remaining students will have difficulty maintaining control of the web and the soccer ball.</p> <p>6. Students will participate in the group discussion.</p>
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<p>classroom, and school.) As the students offer their suggestions, discuss how they are expected to “hold their end of the yarn.” What are their responsibilities to themselves and to those within each of those groups?</p> <ul style="list-style-type: none"><li>• To the group: “Now that everyone has dropped the web, what has happened to the shape? Can we get the shape and strength of the web back? What does that say about our relationships within the groups we find ourselves? If we try to pick up the web from the floor and use it again, what will happen? How does this relate to restoring damaged or broken relationships? When is it easiest to fix the web? How does this apply to our relationships?”</li></ul>	
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### **Teacher Follow-Up Activities**

When working in groups, the teacher can use the web analogy to encourage students to work cooperatively and to put their best effort into the process.

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



## Activity Reflection

NAME: \_\_\_\_\_

Take a moment to think back on the activity we just completed. Mention feelings, thoughts and concerns you may have had while doing the activity.

1. How did you feel when either you or someone else had to let go of their string?

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2. If you were one who was asked to let go of the string, how did it feel to be removed from the “community” of students who were still participating?

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3. What did you learn about yourself by doing the activity? What did you learn about other students? Did the group work well together? Did members respect each other’s ideas and allow everyone to suggest ideas? Were there members who dominated the group?

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This is a version of <http://www.wilderdom.com/games/descriptions/HumanKnot.html> as it looked when our crawler examined the site on 6/17/2006. The page you see below is the version in our index that was used to rank this page in the results to your recent query. This is not necessarily the most recent version of the page - to see the most recent version of this page, [visit the page on the web](#).

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## ***Human Knot***

Description of Icebreaker, Name Game, & Teambuilding Activity

[James Neill](#)  
Last updated:

### **Human Knot**

- a get-to-know-you icebreaker
- involves close physical proximity
- can be used as a name game
- helps a group learn about how to work together
- can also focus on group understanding of communication, leadership, problem solving, teamwork, trust, persistence, etc.



**Equipment:** None.

**Time:** ~15-20 minutes

**Brief Description:** Standing in a circle, group members reach across and shake hands - use hand connecting to a different person.

The group then tries to unravel the "human knot" by unthreading their bodies without letting go of each other people's hands.

### **How to Run a Human Knot Session**

[Set up & instructions \(1st round\)](#)

[Facilitator notes](#)

[Links to other descriptions](#)

## Set up & instructions

- Be aware that the activity involves close physical proximity and touch potentially in sensitive places! It can be used as a first activity in an adventurous program with volunteers (e.g., the start of an Outward Bound program). However, if the program is less adventurous, or group members potentially will have significant problems with such proximity, e.g., due to culture, or social or psychological problems, then Human Knot could be introduced later in a program.
- Ideal group size is approximately 10, but it can be done with anywhere from about 7 to 16. Much higher or lower and the task doesn't really work. The more in a group, the more difficult the task, partly because of the complexity, and partly because there is physically less room to move.
- Ask participants to form a circle, shoulder-to-shoulder. Encouraging/urging participants to all stand closer can be a subtle way of helping to prepare them for what is about to come.
- Ask participants to each place a hand in the middle of the circle and to grasp another hand.
- Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves.
- Don't let participants let go of hands - some will be tempted to think the activity might then be over - but it is only just starting.
- Explain to participants that what you'd like them to do is untangle themselves, without letting go of hands, into a circle.
- There will be a mixture of reactions, often including nervous laughter, fun amusement, excitement, trepidation, strong suspicion that it can't be done, and others who may view the task as a somewhat sadistic or inappropriate joke. Often some group members will have done the task before, but this doesn't really matter, each time the task is unique.
- Participants may change their grip so as to more comfortable, but they are not to unclasp and re-clasp so as to undo the knot.
- If you want name-learning emphasized, then explain that whenever the group is talking to someone, or about someone, that the person's first name must be used. This usually requires supervision and reinforcement by the instructor, but once enforced, is excellent for learning names. It also usually helps the group to work together and find solution, because their communications are more accurate with names involved.
- Stand back and see what happens.
- Be prepared to see little progress for quite some time (up to 10 minutes). However, once the initial unfolding happens, the pace towards the final solution usually seems to quicken.
- However, because each occasion is unique, there are also odd times when a very fast solution falls out - too easy. In such cases, you ask a group to try the task again - it's usually a bit harder second time around. Occasionally, the task seems too hard and participants seem to make almost no progress. Let them struggle for about 10 minutes, then you can offer the group one unclasp and re-clasp - they

need to discuss and decide what unclasp-reclasp would be most useful.

- Most of the time a full circle falls out, but occasionally there are two or even three interlocking circles. So, really the task is to sort the knot out into its simplest structure.

### **Facilitator notes**

- A switched-on facilitator can get a lot of information about participants in a short space of time with this activity. For this reason, the activity is commonly used in group-based selection processes for jobs which involve closely working with others.
- Stay at a moderate distance, allowing the group to handle the activity with feeling like they're being too closely observed; but maintain good hearing contact and be ready to step in to help answer questions or change the direction of the activity quickly when appropriate.
- Slowly wander around the circle, moving in and out as appropriate, e.g., if you want people to use names in every communication, then this needs to be reinforced in a friendly, but firm way, several times.
- It is relatively easy to notice who's talking, who's not, who seems comfortable, who doesn't. Also note that sometimes the natural leaders are not in a good position to lead - do they try to dominate inappropriately or do they sit back appropriately and just do what they can. Sometimes, a new leader emerges from being in an opportune position in the knot. This can offer this person a significant boost. Also, almost everyone gets a positive sense of having played his or her part. Some people have difficulty enjoying the activity due to their uncomfortableness physically (e.g., obese, very tall, or inflexible people may find the activity particularly awkward).
- It is important to provide appropriate help if the activity proves too difficult. This might be encouragement that it can be done (some groups lack confidence and would give up too early), helping a couple of people communicate to find a solution to part of the knot, etc. Or this might be allowing an unclasp-reclasp. How much to give is a fine balancing act. The task should be challenging, but especially as an initial activity, it should give the group some initial confidence and momentum in being able to work together to solve problems.

### **Essential questions:**

1. You knew that if you let go of your partner's hands, the circle would be broken. What did you do to avoid this from happening?
2. How did your role contribute to keep the circle together?
3. How well did you think the group worked together?
4. What do you think you've learned from this activity which can be applied in future activities?"

**Unit # 1 Title: TEAMS: Together Everyone Assures My Success**

**Lesson Title:** So Much to Do, So Little Time: How Do I Tie All of the Loose Ends Together?

**Lesson # 2 of 3**

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.B.06.a.i: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.

PS.1.C.06.a.i: Demonstrate skills needed to participate in team building.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

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

“How Do I Tie It All Together?” activity sheet (counselor may want to copy the activity sheet as a transparency or otherwise reproduce the activity sheet in larger form to work through with students)

“Assessing My Time Management Skills” assessment worksheet

Pencils, pens, or markers

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	4. Writing formally (such as reports, narratives and essays) and informally (such as outlines, notes)
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Question/answer during classroom activity.

Before the lesson:

1. How do you plan out your day?
2. How do you feel when you plan your day and you are not able to accomplish your plan?
3. Do you review what you would do differently?

After the lesson:

1. How might you plan differently after completing these activities?
2. How might your day flow better after applying this activity?
3. Find two words that tie together the concepts of “my time” and “my responsibilities”.

Performance Task: Complete and follow the weekly schedule (“How do I tie it all together?” worksheet-see attached). Students will review their results with the teacher and class.

Assessing My Time Management Skills worksheet (see attachment).

**Lesson Preparation**

**Essential Questions:** How do people manage all the responsibilities of their life roles? How can a person’s actions contribute to the community?

**Engagement (Hook):** Previously we discussed the ways in which we are part of various groups: family, friends, teams, clubs, classrooms, etc. How do we tie up any loose ends that might cause us stress as we try to keep our relationships together?

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Review web activity from Lesson 1. Discuss all the groups with which the student may be involved, such as family, friends, teams, clubs, classes, etc.</li><li>2. “Today, we are going to brainstorm ways that we can work to keep things tied together. In other words, how do we manage individual, family, school, and community responsibilities?”</li><li>3. Hand out “How Do I Tie It All Together” activity sheets. Class discussion might be as follows:<ul style="list-style-type: none"><li>• If we plan things that we <u>must</u> do, then we have more time for the things we <u>want</u> to do. This activity can help you with keeping your commitments”</li><li>• First of all, block out time for sleep. You should get at least 8 hours of sleep each night in order to be properly rested for your day.</li><li>• Now, block out time for breakfast, lunch, and dinner. Do you eat three meals a day? Why is proper nutrition important?</li><li>• When do you shower/bathe? Block out the time that you normally use.</li><li>• Block out your time on the bus or otherwise spend getting to and from school.</li><li>• Fill in your class schedule.</li><li>• Fill in regularly scheduled activities, such as team practices, after-school tutoring, piano lessons, Scout meetings, church activities, chores that you have at home, etc.</li><li>• Put in time for homework and study.</li><li>• How much time do you have left? What are some things that you enjoy doing in your free time? Write in those activities.</li></ul>(Monitor student progress, helping those who have difficulty. The counselor may</li></ol>	<ol style="list-style-type: none"><li>1. Students will participate in small group (no more than 6 per group) discussion.</li><li>2. Students will suggest time management strategies that can balance their various responsibilities. Counselor will write strategies on the board as students mention them.</li><li>3. Students will participate in discussion and fill out the activity sheet as the class goes through their daily and weekly schedules.</li></ol>

<p>also want to pair up students who need help with other students to complete this activity.)</p> <p>4. As a counselor, you probably have some means of tracking your time and appointments. You may wish to share that you, too, have to plan your day and week in order to meet your commitments to your family, your students, and your community. In other words, planners aren't just for students. Ask, "How do adults in your lives keep track of their commitments? How many of you have planners that you use regularly? Do you keep track of classroom assignments, or do you use it to keep track of other commitments as well?"</p> <p>5. Offer this suggestion to the students: "Your challenge is to follow your plans on the activity sheet and to determine whether planning and scheduling your time can help you get the most out of your time. Once you have completed the week, review how you might want to change the schedule in order to best suit your "have-to" activities with your "want-to" activities.</p>	<p>4. Students participate in discussion by talking with peers and asking peer questions.</p> <p>5. Students will follow their plans and review how and why the plan worked or didn't work. Discuss what changes must be made for the plan to work?</p>
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### **Teacher Follow-Up Activities**

Teacher will work with students to maintain planners. The teacher may want to refer students who have difficulty with planning their time to the counselor for remediation of the skill.

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

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### How Do I Tie It All Together Activity Sheet?

Time	Monday	Tuesday	Wednesday	Thursday
6:00-7:00 a.m.				
7:00-8:00 a.m.				
8:00-9:00 a.m.				
9:00-10:00 a.m.				
10:00-11:00 a.m.				
11:00-Noon				
Noon-1:00 p.m.				
1:00-2:00 p.m.				
2:00-3:00 p.m.				
3:00-4:00 p.m.				
4:00-5:00 p.m.				
5:00-6:00 p.m.				
6:00-7:00 p.m.				
7:00-8:00 p.m.				
8:00-9:00 p.m.				
9:00-10:00 p.m.				
10:00-11:00 p.m.				
11:00-Midnight				
Midnight-1:00 a.m.				
1:00-2:00 a.m.				
2:00-3:00 a.m.				
3:00-4:00 a.m.				
4:00-5:00 a.m.				
5:00-6:00 a.m.				

### How Do I Tie It All Together Activity Sheet? (continued)

Time	Friday	Saturday	Sunday
6:00-7:00 a.m.			
7:00-8:00 a.m.			
8:00-9:00 a.m.			
9:00-10:00 a.m.			
10:00-11:00 a.m.			
11:00-Noon			
Noon-1:00 p.m.			
1:00-2:00 p.m.			
2:00-3:00 p.m.			
3:00-4:00 p.m.			
4:00-5:00 p.m.			
5:00-6:00 p.m.			
6:00-7:00 p.m.			
7:00-8:00 p.m.			
8:00-9:00 p.m.			
9:00-10:00 p.m.			
10:00-11:00 p.m.			
11:00-Midnight			
Midnight-1:00 a.m.			
1:00-2:00 a.m.			
2:00-3:00 a.m.			
3:00-4:00 a.m.			
4:00-5:00 a.m.			
5:00-6:00 a.m.			

## Assessing My Time Management Skills

NAME: \_\_\_\_\_

Take a moment to think back on today's lesson. Share what you have learned about yourself.

1. How do you plan out your day?

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2. How do you feel when you plan out your day and do not accomplish your plan? What do you do when your plans are changed by others? What positive changes, if any, could you make in how you react to failed goals?

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3. What did you learn about yourself by doing the activity? Will this activity affect the way you plan your day and how you manage your time?

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4. Write a sentence using words that tie together "My time" and "My responsibilities."

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**Unit # 1 Title: TEAMS: Together Everyone Assures My Success**

**Lesson Title:** What Is Important to Me?

**Lesson# 3 of 3**

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.A.06.a.i: Identify individual strengths and areas for personal growth and good citizenship.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

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

“What Is Important to Me?” activity sheet

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

	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

**Academic Content Area(s)**

**Specific Skill(s)**

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

**Enduring Life Skill(s)**

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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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.**

Instructor will review activity sheet responses from “What Is Important to Me?” sheet to identify and assess indicators or personal awareness. Students participate in question/answer/discussion during classroom activity.

**Lesson Preparation**

**Essential Questions:** How do people feel and act if they have a positive self-concept?

**Engagement (Hook):** If there were a fire in your house, what three things would you pick up in 15 seconds to take with you?

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Counselor brings in items of value to him or her, such as pictures of children, wedding ring, \$100 bill. Then the counselor asks, “Why do you suppose these items are important to me?”</li><li>2. How do you measure value or worth?</li><li>3. Counselor continues with the following information: “Everything has some sort of value. In our country, we often think of <u>money as a way of measuring worth</u>. Something may be worth fifty cents, one hundred dollars, or one hundred thousand dollars. If we lived in India, something may be determined by cattle’s worth.</li></ol> <p>We also place importance on things because <u>they fill a need</u>. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.</p> <p>Many of the things of <u>value cannot be seen or measured</u>. Honesty is one of those. If</p>	<ol style="list-style-type: none"><li>1. Students respond to prompt with awareness of personal value of possessions..</li><li>2. Individually students will list the criteria used to determine worth.</li><li>3. Students will actively listen and ask questions or add comments. They will check their own measures of value with those the counselor identifies.</li></ol>

<p>you are honest, if you want others around you to be honest, and you “choose” to be honest over and over then honesty is something you value. Things of value may change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Things of value to us are often different from what our friends value. This difference may cause conflict, and you may have to make choices about your friendship or what you value.</p>	
<p>4. Counselor provides students with “What Is Important to Me?” activity sheet. Review the directions with students. (Before continuing, the counselor may wish to read each item to the students, explaining the terminology.)</p>	<p>4. Students complete the “What Is Important to Me?” activity sheet, making sure to following the directions carefully.</p>
<p>5. The counselor pairs the students, instructs them to discuss their responses, then invites the student-pairs to share the results of the discussion with the class.</p>	<p>5. Students explain the results of their paired discussions.</p>
<p>6. As a follow-up activity with the parents/guardians, the counselor may wish to attach a note explaining the activity and inviting parents/guardians to discuss the worksheet with their child.</p>	<p>6. Students will take the activity home for discussion with family.</p>

## Teacher Follow-Up Activities

Discuss the counselor activity with the social studies teacher, so that whenever discussion of cultures occurs, the class can discuss the values that different cultures hold. It is important to emphasize that there are cultural “differences,” but that no one culture should be held in higher esteem than any another.

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

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## What Is Important to Me?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

Directions: With a partner, reading the following list of words. Be sure that each of you understands each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions, just understand them.

Select the five important items that you think would make the world a better place if everyone on earth had these five important items. Mark them with an "M" for "me," then tell your partner why you chose these. Listen very closely as your partner tells you his/her choices. Mark his/her choices with a "P" for "partner." When you have both discussed your choices, introduce your partner to the class and explain his/her choices and why they are important to him/her.

___ religion	___ safety	___ family stability	___ education
___ a home	___ physical appearance	___ respect for authority	___ admiration
___ honesty	___ health	___ tradition	___ justice
___ change	___ love	___ loyalty	___ fitting in
___ money	___ free time	___ good grades	___ maturity
___ nature	___ sticking up for others	___ equality	___ freedom
___ dignity/worth	___ wisdom	___ children	___ true friends
___ the elderly	___ saving for future	___ rules/laws	___ marriage
___ initiative	___ clubs	___ clothing	___ skill/talent
___ career	___ good values	___ responsibility	___ power
___ knowledge	___ achievement	___ respecting others	___ attitude

Take this activity sheet home and ask have one of your parents or guardians mark an "X" next to those he or she thinks are important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

<b>Unit # 2 Title: The Balancing Act</b>	<b>Grade Level: 7</b>
<b>Number of lessons in unit: 2</b>	
<b>Time required for each lesson:</b> Can vary according to setting	
<b>Best time of year to implement this unit:</b> Fall, but can take place through the year	
<b>Lesson Titles:</b>	
Lesson # 1: Survivors	
Materials/Special Preparations Required:	
Teacher worksheet, masking tape, small tarp, lyrics to any popular chorus, overhead and transparency of strength statements.	
Lesson # 2: The Quest of Magic Minutes	
Materials/Special Preparations Required:	
Time Waster/Time Saver Teacher Worksheet, paper, pencil	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation(s):</b>	
PS.1.A.07.a.i: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.	
PS.1.B.07.a.i: Apply personal planning strategies to balance individual, family, and school responsibilities	
PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	
B: Students will make decisions, set goals and take necessary action to achieve goals.	

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems



	<ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems.</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems.</li> <li>6. Examine problems and proposed solutions from multiple perspectives.</li> <li>7. Evaluate the extent to which a strategy addresses the problem.</li> </ol>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions.</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks.</li> <li>7. Identify and apply practices that preserve and enhance the safety and health of self and others</li> </ol>

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	<ol style="list-style-type: none"> <li>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas.</li> </ol>
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> <li>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).</li> <li>4. Principles of movement and physical fitness.</li> </ol>
	Fine Arts	

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Once students have completed lessons from the unit, the counselor may check for student understanding by reviewing concepts with the students throughout the year to check for progress toward goals or change in behavior. The counselor may also check with teachers to discover which students are experiencing difficulties learning and demonstrating. The counselor may consider offering individual or group sessions for those students.

**Brief Summary of Unit:**

Lesson 1: Students will have a thorough understanding of their personal strengths and be able to use them to solve a problem within a group.

Lesson 2: Students will work in small groups to develop a commercial to promote a time saver.

**Unit Goals:**

Students will recognize the importance of including people with a diversity of strengths within a group in order to better achieve a goal. Students generate and utilize timesaving tips to achieve balance between individual, family, and school responsibilities.

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

Strategies that lead to success in a cooperative learning activity.

**Unit # 2 Title: The Balancing Act**

**Lesson Title:** Survivors

**Lesson #** 1 of 2

**Grade Level:** 7

**Length of Lesson:** 60-70 minutes, but could easily be broken into two separate sessions

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.A.07.a.i: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.

PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

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

Teacher worksheet

Overhead

Masking tape

Transparency of strength statements

Tarp 10'x10'

Lyrics to any popular song's chorus (10 sec)

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

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	4. Principles of movement and physical fitness
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Completion of Personal Strength worksheet and successful completion of Team on a Tarp activity.

Ask the class for responses to the following questions:

1. What is the usefulness of having personal strengths but being the only person who benefits from them?
2. What might be ways that others can benefit from your personal strengths?

Write responses to these questions on the board for review and further discussion.

**Lesson Preparation**

**Essential Questions:** Why do people need to learn to work together?

**Engagement (Hook):** Discuss the statement: "Too much of anything is not a good thing." Have you ever been in a group with all leaders? All followers? All fun people? How can teams increase productivity? We need a variety of individual strengths when working as a team.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end "Most Like Me" and the opposite end "Least Like Me".	1. NA
2. Explain that the line on the floor represents	2. Students listen to statements, decide where

<p>a scale from most like you to least like you. Read a statement from the teacher worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move.</p>	<p>they'll stand on the line, and at a signal move to the appropriate place.</p>
<p>3. Select two people at the “most like me” end of the line to explain this strength and how it helps a group accomplish its task.</p>	<p>3. Students explain their understanding of the strength and how it is helpful in a group situation.</p>
<p>4. Repeat steps 2 and 3 for next 10 minutes.</p>	<p>4. Repeat steps 2 and 3 for each question.</p>
<p>5. Put transparency of strength statements up while students are seated. Instruct students to fill out the graphic organizer worksheet at their seat with their personal strengths.</p>	<p>5. Student completes graphic organizer by writing at least four of their own personal strengths. They may use teacher transparency of statements if necessary.</p>
<p>6. Instruct up to 12 students at a time to board the tarp (could use old tire). They must stay on the tarp for 10 seconds (long enough to sing the chorus of an agreed upon song). Once they have succeeded, fold the tarp in ½ and have them board again. Each time they are successful, reduce size of tarp. The goal is to keep as many people on the tarp as possible through the size-reductions and the chorus-singing.</p>	<p>6. Students board the tarp in groups of up to 12 and observe what personal strengths are needed to help them reach the goal of continuing to fit everyone on the tarp as it gets progressively smaller.</p>
<p>7. Once everyone has participated, discuss personal strengths that led to success.</p>	<p>7. Students participate in class discussion. Individually students will do journal writing about their experience in the group.</p>

### Teacher Follow-Up Activities

Teacher keeps a copy of each student's personal strength sheets on file to determine future heterogeneously grouped teams. When doing group work, teacher reminds students to utilize everyone's personal strengths and review individual student strengths.

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

## Personal Strength Statements

### Teacher Worksheet

Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end “Most Like Me” and the opposite end “Least Like Me”. Explain that the line on the floor represents a scale from most like you to least like you. Read a statement from this worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move (see lesson for further instructions).

I look at everything before I make a decision.

I believe there is a right way to do everything.

I can never know enough.

I encourage others in my group.

I love to plan.

I am an expert at making deals.

I ask a lot of questions.

I can do many things at once.

I am responsible and organized.

I am not afraid to try something new.

I have patience when working with others.

I love a tough challenge and will ALWAYS find a way to do it.

I am logical when I solve problems.

I have a lot of energy and can do many things at once.

I prefer working in small groups.

I prefer working independently.

I like knowing rules and expectations.

I am a good listener when my friends need to talk.

I am cool, calm and collected under pressure.

I am always prepared for class.

The teacher will put a transparency of strength statements up while students are seated. Instruct students to fill out the graphic organizer worksheet at their seat with their personal strengths. Each student completes a graphic organizer by writing at least four of his or her own personal strengths.

Date: \_\_\_\_\_

## My Personal Strengths

Name:



**Unit # 2 Title: The Balancing Act**

**Lesson Title:** The Quest for Magic Minutes

**Lesson #** 2 of 2

**Grade Level:** 7

**Length of Lesson:** 30 to 45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.B.07.a.i: Apply personal planning strategies to balance individual, family, and school responsibilities.

PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.

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

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

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

Time-waster/Time-saver teacher worksheet

Paper/pencil

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

	6. Identify tasks that require a coordinated effort and work with others to complete those tasks
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**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as health habits, nutrition, stress management)
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students will create and present a Magic Minute commercial demonstrating a time-saving tip and be able to verbally explain their reasons for selecting that tip.

**Lesson Preparation**

**Essential Questions:** How do people manage all the responsibilities in their life roles? How can a person effectively achieve their goals?

**Engagement (Hook):** To be read like a commercial: “Feeling out of control? No time to do what you want? Want to just crawl into a hole and your problems disappear? Then you need “Magic Minutes” in your life.”

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Divide students into Think Tanks (triads). Explain they are part of an ad team that will be developing a commercial. Have the triads brainstorm time-wasters.	1. Student triads will brainstorm time-wasters that keep them from their individual, family, and school responsibilities.
2. Facilitate reporting from the triads and	2. Teams will report back and actively listen

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Linking School Success to Life Success

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<p>generate a list on board.</p> <p>3. Explain that the students are to problem-solve ways to turn a time-waster into a time-saver. Triads will be planning and presenting a commercial to advertise their time saver. (These should be ideas that really work for them.) Allow students 10 to 15 minutes to complete their commercial.</p> <p>4. Allow students time to present their commercials.</p> <p>5. Have the students choose one “magic minute” that they will incorporate this week.</p>	<p>for other’s views and suggestions.</p> <p>3. Each Think Tank team takes a time-waster and designs a time-saver to take its place. They work on a commercial related to the benefits of the time-saver.</p> <p>4. Students present their projects and critique other students’ ideas for applicability to their lives. Are the ideas practical?</p> <p>5. Students will write the “magic minute” in their planners.</p>
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## Teacher Follow-Up Activities

The counselor may want to record all the students' ideas to create an ongoing list for the class and the teacher to consult throughout the school year. The teacher may also check with students to see how their "magic minutes" strategies are working. These tips may be incorporated in school planners the next school year.

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

[illegible]



## Time Waster or Time Saver

Time waster	Time Saver
Do I talk on the phone during study/homework time?	Have Mom or Dad take messages or use the answering machine.
Do I engage in Instant Messaging during study/homework time?	Enable the "block message" feature on your internet.
Do I put off study/homework? Do I get anxious because it gets later and later?	Plan each day when I will set time aside to study. If I plan ahead, it is easier to get started.
Do my parents spend time reminding me to study? Does it lead to real hassles with my parents?	Fill out a time sheet and put it on the refrigerator so everyone knows when study time is and when other activities are planned.
Do I use an assignment notebook?	Use of an assignment notebook will save me time trying to figure out what to do.
Do I daydream or talk to myself about things other than my studies?	Stand up and change my physical position. But remember, don't leave my desk.
Do I rarely have a plan?	Set small goals. The faster I read, the better I am able to concentrate. Use a time budgeting activity sheet. Divide assignments into small units. Set time limits for each one. Write the amount of time you think it will take to complete an assignment up in the corner and see if you can beat it.
Do I think of something to do and do it right now because I am afraid I will forget it?	Keep a reminder notepad handy or a post it in your assignment notebook.
Do I get caught with an assignment that was assigned a long time ago?	Use the calendar pages in the assignment notebook. Consult it every Sunday and then plan out your week accordingly.

<b>Unit #3 Title:</b> Color Your World	<b>Grade Level:</b> 8
<b>Number of Lessons in Unit:</b> 2	<b>Time required for each lesson:</b> Varies
<b>Best time of year to implement this unit:</b> Depends on particular lesson	
<b>Lesson Titles:</b>	
Lesson # 1: Color Your Destiny	
Materials/Special Preparations Required:	
Children's book about feelings and self-perception (lesson provides some examples); poster board or butcher paper; markers or crayons; quote by Frank Outlaw (provided in lesson); overhead; blank transparency; toothpaste.	
Lesson # 2: Color Your Community	
Materials/Special Preparations Required:	
Science lab scales and wooden/plastic cubes.	
Research prospective community service projects.	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation(s):</b>	
PS.1.A.08.a.i: Identify thoughts and feelings and how they relate to self-concept.	
PS.1.B.08.a.i: Recognize roles and responsibilities of being a family, school, or community member and the interrelationship of roles and responsibilities.	
PS.1.C.08.a.i: Recognize personal ways for the individual to contribute as a member of the school community.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	
B: Students will make decisions, set goals and take necessary action to achieve goals.	

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspective of

	others.
X	Goal 3: recognize and solve problems 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Once students have completed lessons from the unit, the counselor may check for student understanding by reviewing concepts with the students throughout the year to check for progress toward goals or change in behavior. The counselor may also check with teachers to discover which students are experiencing difficulties with the concepts that have been covered. The counselor may consider offering individual or group sessions for those students.

**Brief Summary of Unit:**

Lesson 1: The old adage "sticks and stones may break my bones, but words will never hurt me" can be so untrue. Many students are wounded daily by words and eventually those words can become part of their self-concept. This lesson explores the way in which words can shape self-perception.

Lesson 2: A group of students and the counselor will research a community project to which the students can contribute in some way. Following the lesson, the students will process how the various groups contributed to the success of the project.

**Unit Goals:**

- 1) Students will reflect on their self-concepts and how those fit with who they are.
- 2) Students will work together to accomplish a goal that will help their school or community.
- 3) Students will reflect on how important individual efforts are to group success.

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

The counselor may need to review group discussion skills, such as respecting the rights of individuals to express ideas, disagreeing in an agreeable manner, etc. Students will have had some experience with cooperative group activities.

**Unit # 3 Title:** Color Your World

**Lesson Title:** Color Your Destiny

**Lesson # 1 of 2**

**Grade Level:** 8

**Length of Lesson:** 45 minutes, or can be divided into 2 lessons

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.A.08.a.i: Identify thoughts and feelings and how they relate to self-concept.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect themselves and others.

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

Any children's book dealing with feelings/self-concept and how they affect a person's perceptions of themselves or their world. Examples: Hailstones and Halibut Bones, I Feel Silly, My Many Colored Days, The Eagles Who Thought They Were Chickens

Butcher paper or poster board; markers and/or crayons, quote by Frank Outlaw (can be given to students or displayed as a poster), overhead projector and blank transparency for assessment activity, toothpaste, graphic organizer

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

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
	Goal 4: make decisions and act as responsible members of society



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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Performance activity, question/answer, and discussion as built into the lesson.

On a blank transparency, draw stripes. Ask a student to come to the overhead and spread toothpaste along the stripes. Then ask the student to return the toothpaste to the tube. The student will find the task impossible. Ask the class to respond to the following questions in writing.

1. As you see, once you spread the toothpaste, it is impossible to put it back. Likewise, once you spread gossip or speak poorly of a person, it cannot be taken back. Even if you say you are sorry, can you truly mend the damage that has been done?
2. What do you think you need to do to respect other people's integrity?

**Lesson Preparation**

**Essential Questions:** How do people feel and act if they have a positive self-concept?

**Engagement (Hook):** "I am going to read the following book about different ways to view "things" (give title), and I want you to listen for the words that relate to feelings and how someone looks at themselves. Also, think about others in the story. How are they viewing the same situation?"

**Procedures**

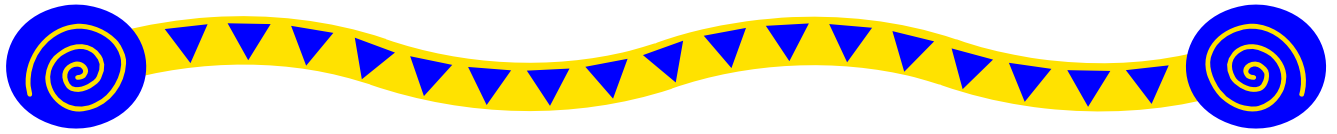
<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The counselor will read the story of choice.	1. Student will listen and take notes if needed.
2. Discuss details from the story. The	2. Students will provide information from their

<p>counselor can use a graphic organizer to help students see the relationship between feelings, objects, and color as in the case of the story <u>Hailstones and Halibut Bones</u>. Other types of relationships between perceptions and feelings can be drawn from the other stories. The counselor will rely on students' inferences to fill in the areas.</p>	<p>understanding of the story to help the counselor develop the graphic organizer.</p>
<p>3. Divide students into task groups, taking care to allow for a variety of student needs and strengths. The counselor will provide the following instructions: "Use the paper and markers to give us a picture of what a feeling word looks like. Try to be as creative as possible to make the word come alive. Pretend that you don't know how to read. How would you get the feeling across?" Allow 10 to 15 minutes.</p>	<p>3. Students will work cooperatively to design a product to which each will contribute.</p>
<p>4. Ask classmates if they think the picture reflects the message that the group intended.</p>	<p>4. Groups will present their pictures to the class. They will explain the idea they were trying to convey. They will also field any questions from other students in the class.</p>
<p>5. Introduce the quote by Frank Outlaw (see handout). Have the students get back in their groups to discuss the quote and what they think the author is saying.                      OR                      Facilitate discussion of the quote with the entire classroom and the author's intent behind the quote.</p>	<p>5. Students will work either in discussion groups or as part of a classroom discussion.</p>

### Teacher Follow-Up Activities

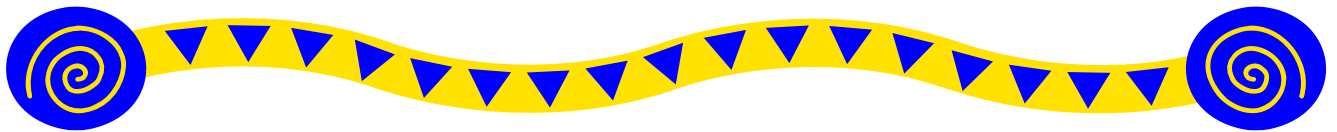
The counselor can work with the teacher to display the poster and/or reinforce the concepts of the quote. The teacher can also work with students whose words reflect less than a positive self-concept.

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



**WATCH YOUR THOUGHTS; THEY  
BECOME YOUR WORDS.  
WATCH YOUR WORDS; THEY BECOME  
YOUR ACTIONS.  
WATCH YOUR ACTIONS; THEY BECOME  
YOUR HABITS.  
WATCH YOUR HABITS; THEY BECOME  
YOUR CHARACTER.  
WATCH YOUR CHARACTER, FOR IT  
WILL BECOME YOUR DESTINY.**

**--FRANK OUTLAW**



**Unit # 3 Title:** Color Your World

**Lesson Title:** Color Your Community

**Lesson # 2 of 2**

**Grade Level:** 8

**Length of Lesson:** Varies with size of project and community

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.B.08.a.i: Recognize roles and responsibilities of being a family, school, or community member and the interrelationship of roles and responsibilities.

PS.1C.08.a.i: Recognize personal ways for the individual to contribute as a member of the school and community.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

B: Students will make decisions, set goals, and take necessary action to achieve goals.

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

Science lab scales and wooden/plastic cubes.

Materials will depend on the service project selected.

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 4: make decisions and act as responsible members of society 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the U. S. 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
Communication Arts	
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Performance activity (service project outcome), follow-up discussion

**Lesson Preparation**

**Essential Questions:** How do people manage all the responsibilities of their roles? How can a person's contributions to their community effect change (both positive and negative)?

**Engagement (Hook):** Take little cubes (plastic or wood) and label them with typical children's responsibilities. Using a scale from the science lab, label the 2 scales as "priority" or "secondary". Have the students balance responsibilities by telling you how to shift the cubes around to make the best possible scenario.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Recruit students from the eighth grade to discuss possible service projects in which the class might want to become involved. Make sure that you have a wide range of student groups involved in the decision-making process. Guide the students toward a project in which every student can participate, regardless of ability or economic background. (Examples might include a penny drive, canned food drive, school and/or community beautification, etc.) Students may want to contact community leaders for possible ideas for	1. Students will brainstorm possible service projects and collaborate to decide on one valuable, workable project.

<p>projects.              Depending on the size of your school, the eighth graders can coordinate the project through their homerooms and include just eighth grade, OR the project can be building- or district-wide (see the DESE Service Learning Web page).</p> <p>2. Arrange with classroom teachers to have the students from the small group visit classrooms to enlist the help of their fellow students to participate in the community service project. Assist students in preparing appropriate dialogue to promote and pump-up their service project.</p> <p>3. Once the students have completed the service project, meet with them to discuss the issues related to completing the project. If you do not have members of your focus group in the classroom, you might want to have a few of them in to help lead the discussion.</p> <ul style="list-style-type: none"> <li>• In order to begin the project, what did we need to know?</li> <li>• What were some of the obstacles or challenges we faced?</li> <li>• How was our school and/or community involved in this project?</li> <li>• How did your family contribute or help with the project?</li> <li>• What discussions did you have with your family and friends about the project?</li> <li>• Did you discuss or solicit help from someone in the community? What was the response? How did you respond to them?</li> <li>• How did your relationships within the community influence the success of the project? Were you able to make new relationships or improve existing relationships as a result of this project?</li> <li>• What suggestions would you give to someone who was considering doing a similar project?</li> </ul>	<p>2. Students will prepare dialogue to promote their service project. They will visit classrooms to enlist the help of their fellow students to participate in the community service project.</p> <p>3. Students will discuss the points related to the service project while recognizing the views of others. Students will discuss the highlights of the projects and brainstorm how the project might be improved if someone else was considering a similar project.</p>
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- How did your perceptions of yourself, your school and/or community change as a result of this project?

(If the project does not go as well as planned, students still need to process and consider ways in which they could have improved the situation. The counselor might want the focus group then to write a suggestion letter to the next year's eighth grade to help to better.)

### **Teacher Follow-Up Activities**

The teacher may want to participate in the classroom activity or project.

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

**Unit # 1 Title:** Relationships: What Do Skills Have To Do With It?

**Grade Level:** 6,7 & 8

**Number of Lessons in Unit:** 5 (1@Grades 6 & 7; 3@Grade 8)

**Time Required for each lesson:** 45-50 minutes (NOTE: the 7<sup>th</sup> grade lesson is spread over 2 days.)

**Best time of year to implement this Unit:** Fall

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: Ingredients of a Relationship Recipe

Materials/Special Preparations Required

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.

*Guidelines: Ingredients for Relationship Recipe*

Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student

Markers, crayons, color pencils, scissors, glue, construction paper, etc.

Students will need paper and pencil

7<sup>th</sup> Grade Lesson # 2 Respect for Self and Others—Giving and Getting the Big R

Materials/Special Preparations required:

Copy of “Recipe for Relationships” (6<sup>th</sup> grade lesson and attached)

3x5 Cards with a social setting written on each. Ideas for social settings include:

Classroom, playground, with parents at a basketball game, at home, at a friend’s

home, at a school function, shopping in the mall

8<sup>th</sup> Grade Lesson # 3: Relationships...Quality Control

Materials/Special Preparations Required

Activity Sheet – I Am.....

Mirrors

8<sup>th</sup> Grade Lesson # 4: I Know What You Did This Summer

Materials/Special Preparations Required

Activity Sheet – I Heard What you Did This Summer....

8<sup>th</sup> Grade Lesson # 5: Relationships...Going Up While Growing Up

Materials/Special Preparations Required

Activity Sheet – Going Up While Growing Up

Balloons

Permanent markers

**Missouri Comprehensive Guidance Standard:**

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

**Grade Level Expectation(s):**

PS.2.A.06.a.i: Identify interpersonal skills needed to maintain quality relationships.

PS.2.A.07.a.i: Practice effective interpersonal skills in a variety of social situations.



PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

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

Personal and Social Development

A: Students will acquire the attitudes, knowledge and interpersonal skill to help them understand and respect self and others.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication and division; other

		number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**  
 Students will complete the *Relationship Quality Control Checklist*. The summative assessment will take place during the 8<sup>th</sup> grade lesson.

**Brief Summary of Unit:** Students will be learning how to maintain quality relationships using interpersonal skills in a variety of social situations.

An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6<sup>th</sup> grade likening interpersonal skills to essential ingredients in a recipe.

The 7<sup>th</sup> grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified.

In the 8<sup>th</sup> grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.

**Unit Goals:**

Students will be able to identify interpersonal skills needed to maintain quality relationships.

Students will be able to practice effective interpersonal skills in a variety of social situations.

Students will be able to self-assess interpersonal skills that will help maintain quality relationships.

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

Students will need prior knowledge of how to be a friend and to be able to describe "interpersonal skills".

**Unit # 1 Title:** Relationships: What Do Skills Have To Do With It?

**Lesson Title:** Ingredients of a Relationship Recipe

**Lesson # 1 of 5**

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.A.06.a.i: Identify the interpersonal skills needed to maintain quality relationships.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.

“Guidelines: Ingredients for Relationship Recipe” (see below)

Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student

Markers, crayons, color pencils, scissors, glue, construction paper, etc.

Paper and pencil

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally, 6. 6. Participating in formal and informal presentations and discussions of issues and

		ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.** Students will create a recipe card identifying the interpersonal skills needed to maintain quality relationships based on a given rubric.

### Lesson Preparation

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):** Tell the students you are going to make i.e. a peanut butter and jelly sandwich (or your chosen basic recipe). Purposely forget the bread (or an essential ingredient for your chosen basic recipe). Begin to get the ingredients out naming them and telling the amount of each one needed. Make the sandwich without the bread, smearing the peanut butter on the plate with the jelly on top of it (or make your recipe without an essential ingredient). Ask the students what is wrong? What essential ingredient is missing? What happens when you make something without using essential ingredients?

### Procedures

Instructor Procedures:	Student Involvement:
1. The counselor will discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships. (Quality Control)	1. Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships. (Quality Control)
2. Ask the students to write down the ingredients/interpersonal skills they believe	2. Students will write down ingredients/interpersonal skills they believe

<p>are needed to maintain quality relationships.</p> <p>3. Ask students to share one at a time the skills they listed and discuss. Possible items: Good listeners, uses “I” messages, understands how feelings affect relationship, uses assertive behaviors, willing to compromise, etc. If students did not list some of the essential interpersonal skills, list them and discuss what each means.</p> <p>4. After completing the discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or that they wrote down on their paper.</p> <p>5. Hand out the guidelines for the recipe card and discuss what needs to be present on the card. Show students an example of a card that has been done.</p> <p>6. Hand out the plain paper or large index cards. Have art supplies available and let students begin work.</p> <p>7. Instruct students to turn the card over and write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their recipe card.</p>	<p>are needed to maintain quality relationships.</p> <p>3. Students will volunteer to share what they wrote down on their individual papers. Students should be involved in discussion of each other’s skills listed.</p> <p>4. Students will use their paper and the discussion items to produce a recipe card.</p> <p>5. Students will be given the guidelines and will have a chance for questions.</p> <p>6. Students will complete the recipe card.</p> <p>7. Students will reflect on a relationship that they would like to improve and write the personal goal as described.</p>
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### Teacher Follow-Up Activities

The teacher will be asked to collect the completed cards if time does not allow completion during the allotted lesson time. Recipe cards would be given to counselor(s) for use in office or they may be placed in the cafeteria, study halls, classrooms, given to 5<sup>th</sup> grade students, etc. If the teacher completes the activity, the teacher may need to write a referral for students who do not seem to understand the skills needed for maintaining quality relationships based on the content of the recipe card.

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

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*Guidelines:*  
*Ingredients for Relationship Recipe*

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** Respect for Self and Others—Giving and Getting the Big R **Lesson # 2 of 5**

**Grade Level:** 7

**Length of Lesson:** This lesson will be spread over 2 days. Each part requires 45 minutes.

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.A.07.a.i: Practice effective interpersonal skills in a variety of social situations.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skill to help them understand and respect self and others.

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

Copy of “Recipe for Relationships” (attached)

3x5 Cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend’s home, at a school function, shopping in the mall

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally and informally (such as reports, narratives, essays) and informally (such as outlines and notes)

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		6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

**Formative Assessment:** In teams of 3, students will plan scenarios in which they demonstrate inappropriate and appropriate interpersonal skills in a variety of social situations. They will assume the roles of the individuals in their scenario and will plan demonstration of inappropriate interpersonal skills. After the scenario, students in the scenario will lead a whole class discussion re: Respectful of SELF?? Appropriate? Inappropriate? Identify skills used/misused/not used. Replay the scenario with the class members coaching the players in the appropriate use of interpersonal skills. When the scenario ends, all students will do a 1-minute writing using “During this lesson, I learned I .....” Working with the same team of 3, they will talk together about their learning and new questions they have after reflecting on the experience. Instructor will invite 5 volunteers to share their “I learned...” with whole class. Be a careful observer of interactions of students throughout the lesson as another form of formative assessment. Through your observations you will be able to identify individuals who would benefit from more practice and skill development.

### Lesson Preparation

#### Essential Questions:

Some folks your age find it easy to interact with others; while, some folks find it difficult. What makes the difference, i.e. why are relationships easy for some and a struggle for others? Is it possible to change how we interact with others? In what ways does “respect for self and others” influence interpersonal relationships?

**Engagement (Hook):** Pre-arrange for two students to become involved in a scene in which one student grabs another’s notebook and begins going through it making disparaging remarks. The owner of the notebook tries to grab it back. At this point, say something like “Hmmm...seems you have lost some of your learning from last year.”



## Procedures

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Review the 6<sup>th</sup> grade learning about interpersonal skills. Show the “Recipe for Relationships” and ask students to recall the ingredients. Ask what else they remember about the lesson? Strive for remembering of the “missing ingredient” demonstration.</li> <li>2. Tell students that in this lesson, they will be expanding their knowledge and use of effective interpersonal skills. Group students in teams of 3 and tell them that they will be working together to design a 2-minute scenario in which an individual behaves inappropriately in a social situation. You will assign the settings for the scenario—they will do the rest.</li> <li>3. Explain that after presenting the scenarios to the class, the student groups will lead a class discussion for the purpose of assessing the inappropriate/appropriate interpersonal skills displayed in the skit. Each group should plan for, at least, 3 discussion questions. Allow 10-15 minutes for planning depending on the group and the time remaining, talk about how to lead a discussion (encourage note taking), and encourage open-ended questions. Teams work together to plan their discussion.</li> </ol> <p><b>DAY 2 OF LESSON</b> This will be the day for the formative assessment i.e. the dramatizing of the scenarios. See the Formative Assessment for directions.</p>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will participate enthusiastically in the discussion. Every student will contribute something to the conversation.</li> <li>2. Students will get into their teams and identify the social setting they will be dramatizing. Before they do anything else, the team, together, will specify the exact setting and context of the scenario. They will then decide the theme of their scenario (e.g. acting out behavior, sullen or “pouty” behavior). The script/design of the scenario is the next step. The final step regarding the planning phase is to rehearse (and time) the scenario.</li> <li>3. Students will take notes about the key points of leading discussions and teams will decide on the starter questions to be asked.</li> </ol> <p><b>DAY 2 OF LESSON</b> Students will use appropriate interpersonal skills as they perform and participate in discussions.</p>
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## Teacher Follow-Up Activities

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



*Guidelines:*  
*Ingredients for Relationship Recipe*

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** Relationships...Quality Control

**Lesson #** 3 of 5

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

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

Activity Sheet – “I Am”.....

Mirrors

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. Speaking and writing standard English
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
	Social Studies	
	Science	

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	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson assessment will be the checklist and the discussion about interpersonal skills.

### Lesson Preparation

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):** Pass out a mirror to each student and ask them to take a minute to look at themselves. Ask them to reflect on what is on the inside and not the outside. Ask them which is more important when it comes to making and keeping friends.

### Procedures

Instructor Procedures:	Student Involvement:
1. Ask the students what “interpersonal” means then discuss their responses until there is a suitable definition.	1. Students propose definitions of interpersonal until a suitable definition is proposed.
2. Discuss and define what constitutes a relationship (family, friends, romantic).	2. Through input, students will explore and define relationships.
3. Explain the Quality Control Checklist (“I Am” worksheet) to the students. Review the use of a Likert Scale. Stress that honesty is essential in this evaluation and that is for self-awareness and improvement.	3. Students will use the Likert Scale to honestly evaluate themselves on skills needed to maintain quality relationships.
4. Explain to the students how to score the checklist. After scoring time, explain the scores and ask the students to comment on their personal score.	4. Students self-score the checklist and comment on their score.
5. Review the skills listed in the checklist and evoke comments from students regarding the importance of the skill/quality in relationships.	5. Participate in discussion regarding the importance of the skill/quality listed on the checklist.

<p>6. Collect the checklist scale to add to student portfolio.</p> <p>7. Create “key-word posters” with the following words: Thoughtful, Good Communicator, Positive Body Language, Forgiving, Patient, Honest, “I” Messages, Respectful, and Say Sorry. Leave them with the teacher to post around the room as reminders throughout the year.</p>	
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### **Teacher Follow-Up Activities**

Teacher will post the “key-word posters” around the room and refer to them when necessary as a reminder of the lesson with the students.

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

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## I Am...

Rate yourself using the following scale:

5 = always    4 = usually    3 = most of the time    2 = sometimes    1 = never

On lines 1 and 2, write a real-life example of how you have demonstrated this skill.

\_\_\_\_\_ A thoughtful person

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

\_\_\_\_\_ A person who avoids conflict

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

\_\_\_\_\_ A good communicator

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

\_\_\_\_\_ Aware of my body language

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

\_\_\_\_\_ Forgiving of others / Don't hold a grudge

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

\_\_\_\_\_ Patient with others

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

\_\_\_\_\_ Honest / Trustworthy

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

\_\_\_\_\_ Someone who uses "I" messages

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

\_\_\_\_\_ Someone who stays out of other people's business

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

\_\_\_\_\_ Able to think of others before myself

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

\_\_\_\_\_ Respectful of personal differences

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

\_\_\_\_\_ Proud of the decisions I make

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

\_\_\_\_\_ Able to say I am sorry when I am wrong

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

\_\_\_\_\_ Able to keep my cool when I get upset

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

Total score \_\_\_\_\_

What your score means:

70 – 56 You have excellent interpersonal skills. You probably have many valuable relationships. You are well-liked by your peers and your family. You are a very mature young person.

55 – 40 You are well on your way to learning excellent interpersonal skills. The fact that you recognize your weaker areas is a great stepping stone to realizing your potential. You probably have a lot of friends, but there are probably people out there who would like to be your friend—reach out to them using some new skills.

39 – 26 You appear to be lacking some skills that you should have acquired by this age. You need to take an honest look at yourself and where you need to make some changes in order to fit into society. If you are struggling in a particular area, please ask your friends, a counselor or another trusted adult for help.

25 -14 If your score falls here, don't panic! If you want to improve your interpersonal skills, first look at the areas that you scored yourself low. Next, think for a minute about the friends that you have now. Do your actions sometimes upset others? Are you the best friend you can be? Would you be your own friend? Be honest with yourself. That is the only way to improve.

Are you surprised by your score? \_\_\_\_\_

Why or why not?

\_\_\_\_\_

\_\_\_\_\_

Which interpersonal skills did you discover that you want to/will strengthen?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Outline your self- improvement plan:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** I Know What You Did This Summer

**Lesson #** 4 of 5

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

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

Activity Sheet – I Heard What You Did This Summer

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (including grammar, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

**The lesson assessment will be the responses on the worksheet and the role playing activity.**

### Lesson Preparation

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):** Think of the last conflict-situation you were in with a friend. Now place yourself in the other person's shoes and imagine what it was like to hear your conversation from their point of view.

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Pass out worksheet and read it aloud with the students. Ask the students if anything similar has ever happened to them. Ask how many have been the Stan, the Jack and the Julie.	1. Students will listen to the story and interact with the instructor as he/she asks questions related to the story.
2. Take one character section at a time and ask the students to place themselves in each character's position as they respond to the questions. Students should be reminded to answer honestly.	2. Students will write an honest response appropriate to each character's situation.
3. Ask students to turn to a neighbor and share their answers. Write on the board: Would one person's way get a better response? What can you learn from the other person? What would you not do if this were you?	3. Students will turn to a neighbor and discuss what they wrote down as responses. They will orally answer the questions that are asked by the instructor.
4. Have the students get into groups of three	

Created by Christine Barnes, Jill Brooks, Ruth Ann Clark

and brainstorm a list of interpersonal skills that will be useful in the situation. Then have them role-play the story using those identified skills. The goal is to get a resolution without aggressive language or behavior.

4. Students will brainstorm and then role-play the scenario practicing appropriate interpersonal skills to resolve the conflict. Students will assess their role-play and the outcomes with the instructor.

## Teacher Follow-Up Activities

Teacher can positively reinforce the identified appropriate interpersonal skills in the weeks that follow.

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

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## **I Heard What You Did This Summer.....**

Jack and Julie have been dating for six months. Jack heard from his best friend, Stan, that Julie was seen at the mall this past Saturday by Ken going into the movies with Michael. They were holding hands.

You are Stan.

1. Is it appropriate for you to share your information with Jack? \_\_\_\_\_

2. Why or why not?

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3. How will your decision help your relationship with Jack?

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4. What interpersonal skills will you be using?

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You are Jack.

1. If Stan shares his information with you, what interpersonal skills will you need to use?

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2. Which skills might you find difficult to use?

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3. How do you handle the situation with Julie?

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4. How much do you really know about the situation?

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You are Julie.

1. If Jack questions you, what interpersonal skills will you need to use?

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2. If Jack does not believe your answer, how can you handle that?

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Write a dialogue from Stan to Jack. The dialogue should focus on maintaining a relationship with Jack.

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**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** Relationships...Going Up While Growing Up      **Lesson #** 5 of 5

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

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

Activity Sheet – Going Up While Growing Up

Balloons

Permanent markers

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups

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		to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson assessment will be the checklist and the discussion about interpersonal skills.

### Lesson Preparation

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):** As the students enter the classroom, hand them a balloon. Tell them to blow up their balloon and tie it off. Pass around permanent markers and ask the students to write their best friend-making skill or trait on the balloon in the form of I, \_\_\_\_\_, am good at making friends because \_\_\_\_\_.

### Procedures

Instructor Procedures:	Student Involvement:
1. Ask the students to pass the balloons around and read the comments on each balloon.	1. Students will pass the balloons around and read what others think about themselves.
2. Have students return balloons to the original owner.	2. Students will return balloons.
3. Pass out worksheet and read aloud with students. Ask students to complete balloon bouquet graphic listing traits they feel are important in relationships. Walk around and monitor appropriateness of traits.	3. Students will individually complete the balloon graphic with skills they feel are valuable in a relationship.
4. Then ask them to think about three specific friends and identify qualities that those friends have that make them good friends to have.	4. Students will identify three friends and those qualities that make each person important to them and valuable as a friend.

<p>5. Complete the same information for three family members.</p> <p>6. Ask the students to self-reflect on 8 skills that they have that they think are important for others to have also. Many of these skills should be repeating from the other lists.</p> <p>7. Ask students to identify which skills they feel are important for others to have but that they do not have on the list for themselves (skills they may be weak in) and then identify what plans or actions they can take to improve the weak skills.</p> <p>8. Initiate discussion about finding differences in the lists. Sample questions/comments: How can we expect things from others in a relationship and not from ourselves? Why would someone want to be your friend if you did not have traits that were important to them? Is it easier to change yourself or to try and change someone else? It is important to note that when you change yourself for the better, you are “growing”, but when you try to change someone else, you are “controlling”. You benefit yourself by focusing on yourself, because you are the one that you will always have to live with.</p>	<p>5. Students will identify three family members and those qualities that make each person important to them and valuable as a family member.</p> <p>6. Students will complete self-reflection area.</p> <p>7. Students will compare lists and identify skills / traits that they find that they may be weak in. They will identify how they can strengthen those skills / traits.</p> <p>8. Participate in discussion.</p>
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### **Teacher Follow-Up Activities**

Teacher may wish to display the balloons on a bulletin board for a visual reminder of the traits that the students found to be important in being a good friend.

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



## Going Up While Growing Up

These are interpersonal skills and qualities that I like to see in my friends and family. These help us to get along and work together. They make our relationship fun.

1. Place one skill or quality that you find important in each balloon.

After you have completed the balloon worksheet, continue with #2

2. List 3 friends and identify which "balloon" qualities they have.

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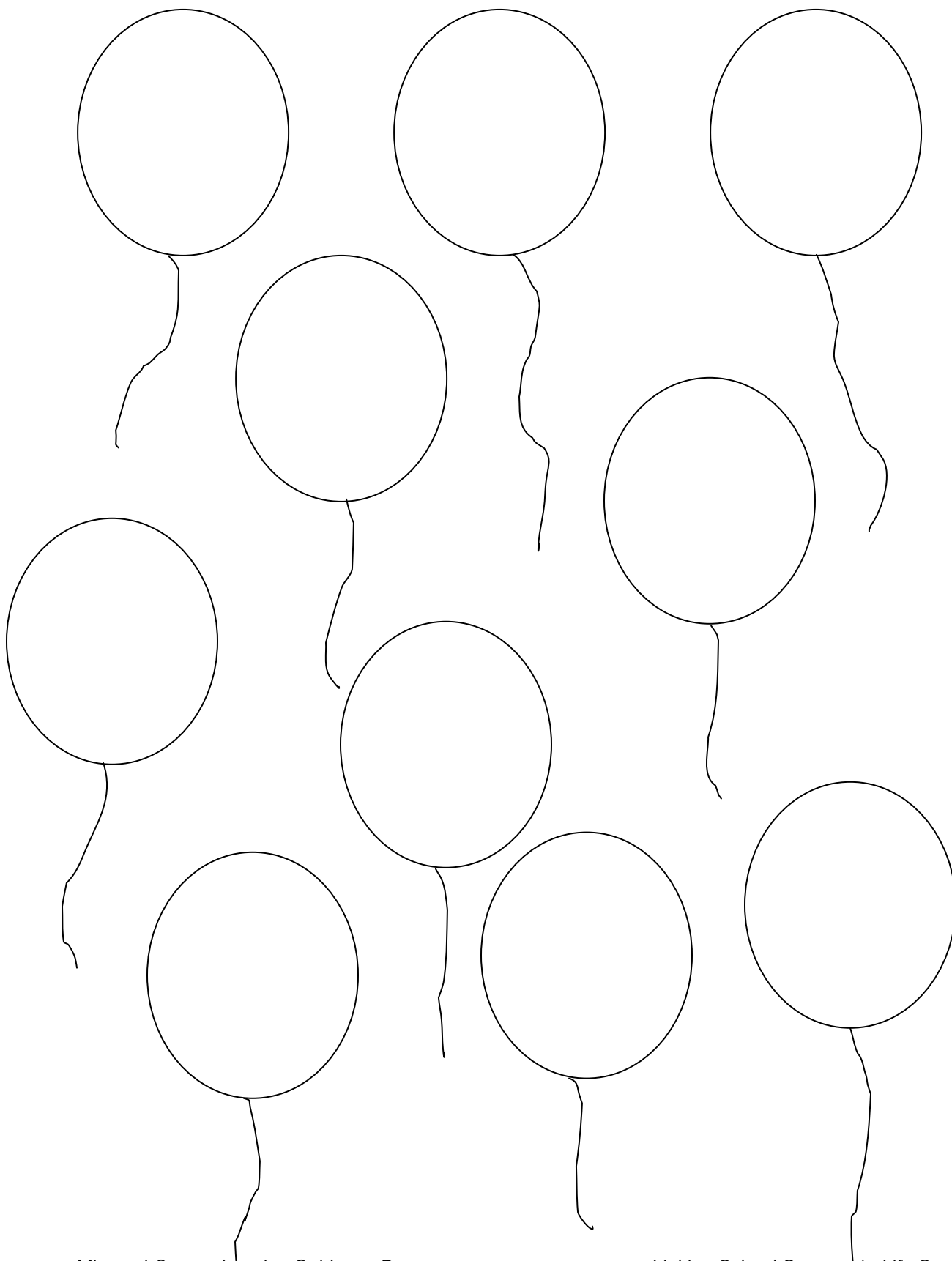
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List 3 family members and identify which "balloon" qualities they have.

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1.  
2.  
3.  
4.  
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8.  
9.

Which "balloon" skills do I have that I think are important for my family and friends to also have?

1.  
2.  
3.  
4.

5.  
6.  
7.  
8.

Which ones am I weak in?

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How can I improve my skills?

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Which skills do I think I should focus on first?

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**Unit # 2 Title:** R-E-S-P-E-C-T--Find Out What It Means To You (And Me) **Grade Level:** 6-8

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 40-90 minutes

**Best time of year to implement this Unit:** Beginning PS 2.B Unit 2 early in the school year will give everyone involved time to plan and implement a school-wide program.

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like Materials/Special Preparation:

- Activity Sheet -Planning to Use Respect
- Students will need something with which to write

7<sup>th</sup> Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill Materials/Special Preparation:

- Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
- Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan.
- Production Resources (e.g., paper, markers, AND recording equipment – video and audio)

8<sup>th</sup> Grade Lesson # 3: A Stranger Among Us Materials/Special Preparation:

- Activity Sheet – A Stranger Among Us

**Missouri Comprehensive Guidance Standard:**

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

**Grade Level Expectation(s) (GLEs):**

PS.2.B.06.a.i: Identify and develop strategies to promote acceptance and respect in the school and community.

PS.2.B.07.a.i: Promote acceptance and respect for individual differences.

PS.2.B.08.a.i: Apply strategies that promote acceptance and respect of others within the global community

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

Personal and Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skill to help them understand and respect self and others.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>Comprehend and evaluate written, visual and oral presentations and works</li> <li>Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>Evaluate the accuracy of information and the reliability of its sources</li> <li>Organize data, information, and ideas into useful forms for analysis or presentation</li> <li>Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation</li> <li>Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>Exchange information, questions and ideas while recognizing the perspectives of others</li> </ol>
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> <li>Identify problems and define their scope and elements</li> <li>Develop and apply strategies based on ways others have prevented or solved problems</li> <li>Develop and apply strategies based on one's own experience in preventing or the processes used in recognizing and solving problems</li> <li>Evaluate the processes used in recognizing and solving problems</li> <li>Reason inductively from a set of specific facts and deductively from general premises</li> <li>Examine problems and proposed solutions from multiple perspectives</li> <li>Evaluate the extent to which a strategy addresses the problem</li> <li>Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>Explain reasoning and identify information used to support decisions</li> <li>Understand and apply the rights and responsibilities of citizenship in Missouri and the United States</li> <li>Analyze the duties and responsibilities of individuals in societies</li> <li>Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>Identify and apply practices that preserve and enhance the safety and health of self and others</li> </ol>

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	<ol style="list-style-type: none"> <li>Speaking and writing standard English</li> <li>Writing formally and informally</li> <li>Participating in formal and informal presentations and discussions of issues and ideas</li> </ol>
X	Mathematics	<ol style="list-style-type: none"> <li>Data analysis, probability, and statistics</li> </ol>

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. Use the tools of social science inquiry
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

This Unit's Summative Assessment is an example of school-wide involvement. If your time/resources make the full implementation of the summative assessment as written here unfeasible, it may be simplified by conducting all aspects of the summative assessment within the classroom and limiting involvement to the students within the class (i.e., the scenario will be enacted as a role-play in the classroom using class members as actors). While this is a suitable alternative, you are urged to seek ways to allow students to become involved in a "live-action" experience of advocating for a school-wide commitment to R-E-S-P-E-C-T as a way of life. Social responsibility practiced in school increases the likelihood that social responsibility will be enacted in the community.

**Performance Scenario:** (The Performance Scenario begins in Grade 7 and continue/culminate in Grade 8)

**Goal** (of scenario): Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

**Role:** You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

**Audience:** All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

**Situation:** Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students' suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school. Community.

**Product, Performance and Purpose:** You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be endorsed by all groups. Examples of strategies and materials will be available (e.g., poster samples, theme song, motto). You will present the plan to the Board of Education and the Advisory Council and convince the members to make the plan a part of the district's operation from year to year.

**Standards and Criteria for Success:**

Your plan will include:

- An introduction and overview of the process and intended outcomes (an executive summary)
- Input from members of the school community: Utilize interviews/surveys that sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). Provide a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).
- Proposed activities and participants in each activity, e.g., Activity: Produce eye and thought-catching R-E-S-P-E-C-T posters Participants: All students will work with a partner to design and produce a poster.
- Anticipated effects in students' lives and learning (i.e. what will students know and be able to do as a result of the activity?) Short term/medium term/long term effects.
- Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, be used to make project successful.
- Assessment of results: Measurement of Success
- Time Line, budget, persons accountable for each phase or task.
- References/Resources used during plan-development process.

**Brief Summary of Unit:** Students will be learning how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.

6<sup>th</sup> Grade: The focus of the 6<sup>th</sup> Grade Lesson, *Respect: Looks Like, Sounds Like, Feels Like*, is an in-depth study of respect – what it is and the ways in which respect for self and others is basic to communication and interpersonal relationships. The 6<sup>th</sup> grade lesson emphasizes respectful relationships with people students know – family and friends.

7<sup>th</sup> Grade: The 7<sup>th</sup> grade lesson, *R-E-S-P-E-C-T – A Basic Skill*, provides an opportunity for students to become engaged in a project-based learning experience that will lead to a plan of action and advocacy strategies. Students will work in teams to create a school-wide or classroom [depending on time and resources] Action Plan for implementing Operation: R-E-S-P-E-C-T.

**8<sup>th</sup> Grade:**

There are two (2) lessons at the 8<sup>th</sup> grade level. The first, *A Stranger Among Us*, stresses respectful empathy and understanding of the “inner-experience” of being visibly different from the others in the class and/or school. The second 8<sup>th</sup> grade lesson, *Who is Most Valuable Among Us*, features an experiential decision-making exercise during which teams decide who should or should not be saved from an impending disaster.

**Unit Goals:**

- Students will be able to explain the meaning of respect in one’s life.
- Students will know and understand respect for self and others as a skill to be developed.
- Students will understand the role of advocacy and will be able to develop a plan for a specific course of action.

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

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations

Mathematics: data analysis

Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)

Comprehensive Guidance: the elements of being a friend; the ability to describe “interpersonal skills,” the ability to use basic self-assessment processes, understanding “respect” as a way of life and an element of friendship.



**Unit # 2 Title: R-E-S-P-E-C-T...Find Out What It Means to Me (and You)**

**Lesson Title:** Respect: Looks Like, Sounds Like, Feels Like

**Lesson 1 of 3**

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.B.06.a.i: Identify and develop strategies to promote acceptance and respect in the school and community.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

Respect: Looks Like, Sounds Like, Feels Like Activity Sheet

Planning to Use Respect Activity Sheet

Students will need something to write with

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.** Students will participate in question and answer discussion and complete the *Planning to Use Respect* Activity sheet.

### Lesson Preparation

**Essential Questions:** Why is respect for others important? How do we know we are using respect?

**Engagement (Hook):** The counselor will display a stuffed animal that talks/sings/plays music. Ask a student to come forward and use their senses to describe the item to the rest of the class. The student may say things like it is soft, talks/sings/plays music, looks cute/cuddly, etc. Ask the students if the student describing the item has described it accurately. Ask the students if other things can be described by using their senses.

### Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. The counselor will pass out the <i>Respect: Looks Like, Sounds Like, Feels Like</i> Activity Sheet and tell the students that just like the above item was described, we can describe respect. Tell the students that they are going to be writing down what respect looks like, sounds like and feels like.</li> <li>2. Have students voluntarily share what they have written on their activity sheets and discuss, letting students write down or make changes to their sheets. Encourage students to give personal or other examples of what they mean with their answers.</li> <li>3. Ask students how what they have written can be used as a plan to show</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will write down what respect looks like, sounds like and feels like.</li> <li>2. Students will volunteer to share what they have written on their activity sheets, discuss one another's answers as a group and make changes to their sheets. Students should be able give examples of their answers.</li> <li>3. Students should be able to discuss knowing what respect looks, sounds and feels will enable</li> </ol>

respect towards others.

4. Hand out the *Planning to Use Respect* Activity Sheet. Read the directions and explain that they will choose one person not listed to show respect towards. Make sure that students know they are to practice their plans. Have the students complete the sheet in class.

5. Have students turn in their *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet. They may keep their *Planning to Use Respect* Activity Sheet.

them to develop ways and plan to show others respect.

4. Students will complete the activity sheet showing that they have plans/strategies they can develop to show respect to a variety of people in their school community and home environments.

5. Students will turn in the first activity sheet and take the second one with them.

The teacher can post the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheets on a bulletin board of respect as a reminder to the students of how they could develop ways to show respect.

[illegible]

## **Respect: Looks Like, Sounds Like, Feels Like**

**What does respect look like?**



**What does respect sound like?**






**What does respect feel like?**



## Planning to Use Respect

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person	 Looks	 Sounds	 Feels
My Parents			
My Teachers			
My Friends			
My Classmates			
My Neighbor			
My (siblings, grandparents...choose someone not listed above)			

**Unit # 2 Title:** R-E-S-P-E-C-T...Find Out What It Means to Me (and You)

**Lesson Title:** R-E-S-P-E-C-T: A Basic Skill

**Lesson** 2 of 3

**Grade Level:** 7

**Length of Lesson:** a minimum of 4 50-minute class periods. (Consider implementing this lesson over time so *Operation R-E-S-P-E-C-T* advocacy plan and products are developed to their fullest.)

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.B.07.a.i: Promote acceptance and respect for individual differences.

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

Personal/Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

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

- Five (5) or six (6) advertisements for products with high recognition value for seventh graders e.g., multi-media advertising for a new movie, a new videogame or a clothing line. Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1 (see attached).
- Examples of multi-media advertising campaign(s); slogans, “theme songs,” logos (to be gathered by students outside of class).
- Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
- Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
- Resource Person(s) to talk with students about design elements to consider when developing their advocacy plan—Survey parents as potential resources.
- Production Resources (e.g., paper, markers, AND recording equipment – video and audio)

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English 4. Writing formally (e.g., reports, narratives, essays) and informally (e.g., outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability, and statistics
X Social Studies	7. Use the tools of social science inquiry
Science	
Health/Physical Education	
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines.

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The assessment “instrument” for this lesson is in the form of a scenario which will be enacted in the classroom by class members. Via this assessment process, students will become involved in a simulation as an advocate for a school-wide commitment to R-E-S-P-E-C-T as a way of life. Social responsibility practiced in school increases the likelihood that social responsibility will be enacted in the community. The Performance Scenario and Guidelines are provided at the end of this lesson.

**Lesson Preparation**

**Essential Questions:** What does “Respect – A Basic Skill” mean? How would “Respect” as a basic skill make a difference in our school?

**Engagement (Hook):** Gather print and non-print examples of advertising campaigns for a familiar product (e.g., brochures and multi-media presentations for the DVD of a box-office hit movie). To the extent possible, override or block out product/event names on the packaging. Play and/or show advertising “mechanisms.”

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. The counselor will introduce the lesson using the “Hook” (above). After showing/playing the first of the advertisements/commercials, explain Activity Sheet 1: its purpose and student tasks. (Be sure products are numbered and that the numerals match the numerals on the data entry form.) After each advertising example, students will record what they believe to be the product name in Column A of Table 1 (Activity Sheet <i>RESPECT by the Numbers</i>).</li> <li>2. After each of the media examples has been viewed/heard and students have entered their responses in Column A of Table 1, show the actual or a facsimile of the product being promoted by each advertisement. As products are displayed, students write correct product name in Column B of Table 1. In Column C, students will indicate whether or not they responded with the correct product name.)</li> <li>3. The PSC (or classroom teacher) will facilitate data collection and data entry by providing leadership for the completion of /columns D (current ownership and use) and Column E (potential ownership/use).</li> <li>4. When data have been entered, students will gather/analyze data to determine the percentage of students who correctly identified the products advertised (Column C); the number who already own or use the product (Column D); and who, if they could, would buy the product after seeing the commercial/ advertisement for the product (Column E). Enter the results in Table 1 (Activity Sheet 1: <i>R-E-S-P-E-C-T: A Basic Skill by the Numbers</i>).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will enter what they believe to be the name of the products in Column A of Activity Sheet 1: <i>Respect by the Numbers</i>.</li> <li>2. When all advertising has been viewed or heard and the product names have been listed in Column A, students will re-view/listen to advertising message for each product, participate in a discussion about the products and their names and enter the correct product names in Column B. They will “self-score” their responses and indicate in Column C whether or not they responded with the correct product name.)</li> <li>3. Working with the guidance of the counselor or classroom teacher, the data collection and data entry process will be continued. Columns D (current ownership and use) and Column E (potential ownership/use).</li> <li>4. Students will assist with counting and recording responses in Columns C, D, and E.</li> </ol>



<p>5. To accomplish the aggregation of the data, assign students to a 3 or 4 member group to compile individual results into group results. Assuming the class will be divided into at least 6 teams, we suggest that 2 teams work (independently) on compiling the data for one column (C, D, or E). In that way, a system of checks and balances occurs.</p> <p>6. Ask students who compiled data for the separate columns (C, D, or E) to present the results for that column to the rest of the class. Class members who are not presenting, may use Activity Sheet 1 to record the results.</p> <p>7. As results are shared, bring out the following themes and ideas (if members of the groups or class don't mention the themes.)</p> <ul style="list-style-type: none"> <li>• Planned use of media sells products.</li> <li>• The most successful advertising is that which embeds a concept or opinion of the product in other's thinking.</li> <li>• If respect is to be considered a basic skill, we must sell it via a planned media campaign, a-la- "Operation R-E-S-P-E-C-T.</li> <li>• Seventh graders can be a catalyst for communicating "respect" as a way of life within their schools.</li> <li>• We all have a social responsibility to advocate for the respect of all people, especially those who are too young to advocate for themselves</li> </ul> <p>8. Review the conceptual essence of the 6<sup>th</sup> grade lesson: using more than one sensory modality enables us to gather data (information) that might be overlooked if only one sensory mode were used. Solicit and/or remind students that in the sixth grade lesson, they were taking responsibility for communicating their respect and honoring of others.</p>	<p>5. Students will ask questions to clarify their tasks and work with others to compile group data for one Column: C, D, or E.</p> <p>6. Students will participate in the planning and delivery of an informal presentation regarding the results of the survey process.</p> <p>7. Students who are not presenting, will practice team skills by asking questions, making suggestions and being supportive of those presenting.</p> <p>8. Students will volunteer to share their successes and challenges in implementing their sixth grade plans to show respect.</p>
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<p>Distribute copies of the sixth grade Activity Sheet <i>Planning to Use Respect</i> (it would approach ideal if you, or they, have their completed plans from Grade 6). Ask for volunteers to talk about the parts of their plans they have been able to continue beyond the 6<sup>th</sup> grade lesson.</p> <p>Closure for Steps 1-8 of this lesson: Ask: How does communicating respect for another relate to our purchase of products? How might the use of multi-sensory modalities be used to increase sales? Encourage: looking and listening for ads that incorporate multi-sensory modalities.</p> <p><b>NOTE:</b> This is a good place to end the first day of the Operation R-E-S-P-E-C-T planning process.</p> <p>9. Getting Ready for Steps 9-13: Ask students tell about their observations about the use of multi-sensory modalities in advertising. If you are met with blank stares, back-up to the Hook for this lesson and relate multi-sensory concept of “Sounds like ..., Looks like ..., Feels like ...” to the advertisements that were used as the “Hook”. (You are seeking examples of advertisers using multi-sensory approaches to influence consumers to buy their products.)</p> <p>10. Write “Auditory Visual ‘Heart Feeling’” as column headers on board.</p> <p><b>Introduce the Performance Scenario and “Operation R-E-S-P-E-C-T” campaign by asking: “What makes you buy a product?” As they brainstorm, write their words in the column where the words fit best—add additional sensory modes (taste, smell, touch) if needed.</b></p> <p>11. Ask: How do companies know the best</p>	<p>9. In groups, students will identify the sensory modes that were used in the advertisements presented as the “Hook” for this lesson.</p> <p>10. Students, as a whole group, will identify what influences them when deciding whether or not to buy a product.</p> <p>11. Students will contribute to information</p>
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<p>way to influence consumers? Work toward concept of gathering information via focus groups, surveys, interviews from the people who are likely to buy product.</p> <p>12. Tell the students that they are going to become advertising executives for an ad firm that has been hired by your school to sell the concept of “R-E-S-P-E-C-T: A Basic Skill and A Way of Life” to the school community. Ask students what “selling a concept” means to them. Remind students that the purpose of the plan for communicating respect to family members was a plan to sell a concept—I respect and honor you, my mother.</p> <p>Distribute the Performance Scenario and rubric. Provide students time to read the scenario and the rubric guidelines. When students have had time to read the scenario and guidelines, open the discussion to questions about the assignment.</p> <p>When individual questions have been answered, assign students to their advertising teams. Guide students in introducing themselves by telling about the skills they each will bring to the work of the team (e.g. art poetry writing, rap singing, organization).</p> <p>13. Assignment: Tell students they are to begin thinking like an ad executive—each student will look for comprehensive product-advertising campaigns and bring examples to the next guidance class meeting. Examples may be from any type (legal) business.</p> <p>Before the next meeting time, students will write a one-two page informal writing</p>	<p>with personal examples regarding companies’ use of multi sensory modalities to determine best way to influence consumers to buy products (e.g. taste tests in the grocery store, interview in department store about clothing preferences).</p> <p>12. Students will contribute to discussion re: selling a concept – what does it mean?</p> <p>Students will read the Performance Scenario and rubric and ask clarifying questions.</p> <p>Students will meet with their advertising teams to get acquainted with each other as members of the same team. Each will complete A self-assessment and asset search –What strengths do I bring to this team as a “knowledgeable worker”? What personal strengths do I possess that will facilitate the use of every team member’s positive energy?</p> <p>13. Students will ask questions to clarify the kinds of examples and the resources that are available for finding examples.</p> <p>Students will ask clarifying questions about the informal writing assignment.</p>
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<p>describing of the large-scale ad campaign, hypothesizing about target audience and how the company’s campaign appeals to that audience. The last paragraph of the student’s writing will demonstrate the transfer of knowledge and understanding gained through observing/analyzing large scale advertising campaigns to the development of the “Operation R-E-S-P-E-C-T campaign.</p> <p>(<b>Note:</b> this is the suggested breaking point between day 2 and day 3 of lesson implementation).</p> <p>14. Steps 14 onward: Demonstrating GLE 2.2 7<sup>th</sup> grade Advocacy Competence. Students will join with team members to discuss observations from the real world of advertising.</p> <p>15. The Performance Scenario Begins: The teams will begin with a team conversation about each individual’s vision for “<b>Operation R-E-S-P-E-C-T –Making Respect a Basic Skill and a Way of Life in the Middle School.</b> The creativity of the team is encouraged—Each one of the members brings a unique creativity to the team—team members are responsible for helping everyone’s talent and creativity come alive during the planning for the Performance Scenario. When individual visions have been shared , the collaboration and division of labor begin with the team outlining each aspect of the plan and assigning people who will carry out responsibility and the accountable person in each team.</p> <p>16. You-Guide on the Side: Teams will follow the guidelines presented in “Summative Assessment“. The counselor and/or classroom teacher is/are urged to use</p>	<p>14. Each student will contribute to discussion by promoting the linkage between and among the comments/observations of team members</p> <p>15. Students will imagine and explore with other team members ways to make respect for self and others a basic skill and a way of life.</p> <p>A multi-media station (computer/projection equipment/printers) will facilitate the mechanics of writing the plan.</p> <p>16. Team members will develop an Action Plan for the <b>Operation R-E-S-P-E-C-T</b> making respect for others a way of living. In their plans, students will include</p>
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Summative Assessment for PS 2.B Grade 7 Unit 2 Lesson 2)

**PERFORMANCE SCENARIO**

**“Operation R-E-S-P-E-C-T”**

**Goal:** (of scenario): Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

**Role:** You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team-meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

**Supporting Characters:** (note: the number and titles of supporting characters will vary depending upon your specific situation). Your co-workers and members of the advertising company's team (7); school board and advisory council representatives (2); School Administrator (1) and any others deemed necessary.

**Audience:** All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

**Situation:** Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students' suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students and punish others.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school community.

**Product, Performance and Purpose:** You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be reviewed and endorsed by all groups holding a vested interest in making R-E-S-P-E-C-T a way of life in the middle school. Examples of strategies and materials will be available for all to review (e.g., poster samples, theme song, motto). The plan will be presented to the Board of Education and the Advisory Council with the goal of making the Operation R-E-S-P-E-C-T plan a part of the district's strategic planning process from year to year.

**Reviewer:** \_\_\_\_\_ **Date** \_\_\_\_\_ **Role** \_\_\_\_\_

**Standards and Criteria for Success:**

- 1 = one or two elements present  
 2 = two or three elements present  
 3 = All elements present; explanations and descriptions are one or two sentences in length and step x step processes/procedures/outcomes are not provided.  
 4 = All elements present; explanations and descriptions are thorough and clear; step x step processes/procedures/outcomes are provided  
 5 = All elements present; explanations and descriptions are thorough and clear; step x step processes, procedures, outcomes are provided; plan document is organized, specific details easy to find through Table of Contents and an index.

<b>Your proposal/plan will include:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
An introduction and overview of the process and intended outcomes (an executive summary)					
Input from members of the school community as evidenced by: •interviews/surveys which sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). •a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).					
Proposed activities and people involved in each activity are identified, e.g., Activity 1 = Production of eye- and thought-catching R-E-S-P-E-C-T posters People involved = All students will work with a partner to design and produce a poster. Time Line = Begin September 1; Posters displayed: October 1; Budget = Supplies for poster production \$250.00 Accountable Person = Jim and Jane Activity 2 = categories above are repeated for each of the proposed activities.					
Anticipated effects in students' lives and learning: what will students know and be able to do as a result of the activity? Short term/medium term/long term effects related to activities and Operation R-E-S-P-E-C-T					
Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, will be used to assure project success.					
Assessment of results: Measurement of Success					
Overall time line, budget, persons accountable for each phase or task.					
References/Resources used during process of developing proposed plan.					

**Reflections: I Learned**

\_\_\_\_\_

**It would have been helpful for me if team had**

\_\_\_\_\_

**OR**

**The next time I do a team activity like this, I,** \_\_\_\_\_

I rate the success of the planning process and document as:  
High 5 4 3 2 1 Low

**RESPECT** as a basic skill and a way of life is a worthy goal for a harmonious world; therefore, I will act on my social responsibility via the following actions for social justice:

\_\_\_\_\_ by \_\_\_\_ / \_\_\_\_ /200\_\_

Signed \_\_\_\_\_ Witness \_\_\_\_\_



**Activity Sheet 1**  
**(Sample tables to accompany 2.2 Grade 7 Unit 2 Lesson 2)**  
***Preliminary Analysis of Data Collected Regarding Media Influence***  
***R-E-S-P-E-C-T: A Basic Skill by the Numbers***

Date Data Collected \_\_\_\_\_ Name of Data Collector \_\_\_\_\_

**Methodology (e.g., Purpose of Data collection? How were data collected? How was sample selected, how and by whom will data be used?)**

**Table 1: Results**

<b>Column A Products</b> What I Think/ What the advertising firm says.		<b>Column B Students Who Correctly Identified the Product</b>		<b>Column C Students Who currently own/use the product.</b>		<b>Column D Students who, if they could, would buy /use the product as a result of advertising.</b>	
<i>In my humble opinion, the product is _____</i>	<i>According to the advertising firm, the product is _____</i>	<b><i>I Got It Right!!!!</i></b>		<i>I own and/or use the Product.</i>		<i>If I could, I'd buy and/or use the Product!</i>	
		<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>

**Table 2: Percentage of students responding “Yes” to query in Columns B, C, D, Table 1**

Number of students in attendance when data were collected	Number of non-responders	% of Students Who Correctly Identified the Product	% of Students Who currently own/use the product.	% of Students who, if they could, would buy /use the product as a result of the advertising.	Comments:




**What do the data tell you and your team?**

**What information do you need in addition to the survey data?**

**Activity Sheet 2**  
 (2.2 Grade 6/7 Unit 2 Lessons 1/2)  
**Respect: Looks Like, Sounds Like, And Feels Like ...**  
**PLANNING TO USE RESPECT**

**Note:** This Activity Sheet was implemented in 2.2 Grade 6 Unit 2 and will be used in 2.2 Grade 7 Unit 2 to review the use of multi-sensory data to gather information.

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person--Use first names or initials to identify the people about whom you are writing.	 Looks Like ...	 Sounds Like ...	 Feels Like ...
Respect For My Parents	[		
Respect For My Teachers			
Respect For My Friends			
Respect for My Classmates			
Respect For My Neighbor			
Respect For My ... (siblings, grandparents ... someone not listed above)			
Respect For Myself			

**Self-Assessment: (\*\*Please write your thoughtful responses on the back of this worksheet.)**

➤ **As I reviewed my responses—I learned I**

\_\_\_\_\_

➤ **If I want to show others that I have respect for who they are, I need to do more**  
\_\_\_\_\_ **and do less**

\_\_\_\_\_.

**Unit # 2 Title:** R-E-S-P-E-C-T...Find Out What It Means To Me

**Lesson Title:** A Stranger Among Us

**Lesson #** 3 of 3

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Advocate respect of individuals and groups.

**Grade Level Expectation (GLE):**

PS.2.B.08.a.i: Apply strategies that promote acceptance and respect of others within the global community.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

Worksheet – A Stranger Among Us

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson assessment will be in the list of responses generated by the final question: “What might you be missing out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”

**Lesson Preparation**

**Essential Questions:** Why is respect for others important? Why is acceptance of differences not always an easy thing?

**Engagement (Hook):** Instructor walks into the classroom in attire that reflects another race, religion, etc.



## ***A Stranger Among Us***

You currently attend a school with students who are all of one race. Today, a student came into your classroom who was of a different race. They looked different, they talked different, and they wore different clothing. The teacher asked them to sit at your table.

1. What is your initial reaction?
  
  
  
  
  
  
  
  
  
  
2. What might that student be feeling?
  
  
  
  
  
  
  
  
  
  
3. How can you show the student that you respect him/her?
  
  
  
  
  
  
  
  
  
  
4. Which interpersonal skills will become important in this situation?
  
  
  
  
  
  
  
  
  
  
5. What can you say to those who don't show accepting behaviors?

Final question:

**Unit #3 Title:** Conflict Resolution –I am part of the Solution!      **Grade Level:** 6-8

**Number of lessons in unit:** 4

**Time required for each lesson:** 30- 50 Minutes

**Best time of year to implement this unit:** Anytime

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: My Problem...Your Problem...Our Problem

Materials/Special Preparations Required:

Wrapped food item

*How Am I Responsible?* Activity Sheet for overhead

Overhead

7<sup>th</sup> Grade Lesson # 2: “Re—Solutioning”: Practice Brings Out Our Best

Materials/Special Preparations Required:

*How Am I Responsible?*-Activity Sheet

3x5 Index cards in three colors

Scrap paper

Video equipment (DVD/VCR) and TV

*Group Assessment Process*

Video equipment if you plan to expand your project to making a film

8<sup>th</sup> Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

Note cards cut in ½ with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)

Wrapped candy

Blank paper which students will fold into thirds

Worksheet with a picture of a shield—must locate on your own

Crayons / Colored Pencils

8<sup>th</sup> Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

Worksheet – Put Yourself in Check

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation(s):**

PS.2C.06.a.i: Apply problem-solving and conflict-resolution skills to new challenges.

PS.2.C.07.a.i: Practice problem-solving and conflict-resolution skills.

PS.2.C.08.a.i: Exhibit an awareness of personal responsibility in conflict situations.



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

**Personal/Social Development**

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups

		to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

**Brief Summary of Unit:**

Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.

**Unit Goals:**

Students will identify and utilize effective conflict-resolution skills in both role-play situations and real life.

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

Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. Students will also need to know what the definition of conflict is.

**Unit # 3 Title:** Conflict Resolution –I am part of the Solution!

**Lesson Title:** My Problem...Your Problem...Our Problem **Lesson 1 of 4**

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.C.06.a.i: Apply problem-solving and conflict-resolution skills to new challenges.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

Wrapped food item  
*How Am I Responsible?* Activity Sheet for overhead  
 Overhead

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Fine Arts	
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### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.** Students will participate in question and answer discussion and in completing the *How Am I Responsible?* Activity Sheet.

### Lesson Preparation

**Essential Questions:** What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to accept personal responsibility in our relationships with others?

**Engagement (Hook):** Put students in groups of 3 or 4 and give each group one wrapped food item (granola bar, fruit snacks, fruit roll ups, etc.). Tell the students to figure out who gets the food. Students should figure out that each one can have some food. Give students a chance to work on the problem and then discuss what strategies were used in the groups.

### Procedures

Instructor Procedures:	Student Involvement:
<p>1. Tell the students you want them to help you list any new challenges they have faced this year as a sixth grader. Write the items students come up with on the board. If students have difficulty in listing items give them some ideas or examples of challenges you are aware they may be facing.</p> <p>2. Circle the items on their list that deal with other people and their relationships with them. Review feelings, compromising, problem-solving and conflict-resolution skills. Ask the students how those items have anything to do with the relationship challenges listed on the board. Make sure to highlight to students that with true personal responsibility, when conflict exists in a relationship, each person bears a part of the problem.</p>	<p>1. Students will volunteer to share challenges they have faced this year as a sixth grader. They may list things like: having a locker, moving from class to class, carrying a lunch card, having an increase in homework, taking notes, going to school dances, making new friends, fighting with old friends, being bullied, etc.</p> <p>2. Students should be able to see that relationships with others are a challenge and that new challenges have arisen this year. Students should be able to discuss in-depth feelings, compromise, problem-solving and conflict-resolution. They should be able to see that each person in a challenging situation has feelings and that those feelings may differ, that compromise is a positive step to working out</p>

Created by: Jill Brooks, Ruth Ann Clark, Christine Barnes

3. Place the *How Am I Responsible* activity sheet on the overhead. Read the situation and lead the discussion on the questions.

4. Complete the lesson by asking students to come up with relationship situations that may have arisen this school year and discuss with students the same way as with the situations on the activity sheet.

5. Students will be encouraged to apply and practice the skills discussed today.

challenging situations, and that problem-solving and conflict-resolution skills are necessary to resolve conflict between people.

3. Students will be discussing the answers to the questions on the activity. Students should be able to see the importance of problem-solving and conflict-resolution skills in facing new challenges in relationships.

4. Students should be able to present real-life situations and discuss the situations using the same format as the activity sheet.

5. Students should apply and practice the skills discussed today.

Students should be encouraged by the teacher to use problem-solving and conflict-resolution skills when relationship issues occur within the classroom.

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## How Am I Responsible?

(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel? \_\_\_\_\_

How do you think your parents feel? \_\_\_\_\_

How can you show your parents you are willing to accept personal responsibility?

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend you are willing to accept personal responsibility? \_\_\_\_\_

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

3. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend your willing to accept personal responsibility? \_\_\_\_\_

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Unit # 3 Title:** Conflict Resolution –I am part of the Solution!

**Lesson Title:** “Re—Solutioning”: Practice Brings Out Our Best

**Lesson#** 2 of 4

**Grade Level:** 7

**Length of Lesson:** 2-50 minute sessions

**Note:** This lesson is designed for expansion in two possible ways. The first possible expansion includes making a film to use with younger children. The second possible expansion stops short of actually making the film, however, shares the work of the 7<sup>th</sup> grade students with younger students providing the opportunity for a quasi-service learning experience for the older students and connections with the future and education for the younger students.

**Missouri Comprehensive Guidance Standard:**

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.C.07.a.i: Practice problem-solving and conflict-resolution skills

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

*How Am I Responsible?*-Activity Sheet

3x5 Index cards in three colors

Scrap paper

Video equipment (DVD/VCR) and TV

*Group Assessment Process*

Video equipment if you plan to expand your project to making a film

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies



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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally, participating in formal and informal presentations and discussions of issues and ideas 5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.** Students will write scripts for scenarios to be “re-solutioned”. One re-solution scenario will be role played for whole class.

**Lesson Preparation**

**Essential Questions:** What is “*personal responsibility*”? In a relationship, whose responsibility is “*personal responsibility*”? Is taking “*personal responsibility*” a gateway to becoming a victim or a scapegoat?

**Engagement (Hook):** Without saying anything, begin lesson by playing a 1-2 minute segment of a video/dvd involving people (any video will do -- the process of re-winding and editing is the focus); freeze/pause the action; rewind with the picture showing and pause/freeze the beginning of the scenario.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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<p>1. Ask for volunteers to describe what they observed happening and to project what will happen next (focus on the <b>PROCESS</b> of playing, stopping, re-winding, starting over). Guide students in discovering:</p> <ul style="list-style-type: none"> <li>• Actors have a script to follow.</li> <li>• In filmmaking, the process of editing and/or re-doing a conflict scenario makes the final result “perfect.”</li> <li>• In stage productions, rehearsals are held for weeks before the production opens.</li> <li>• In real-life-action, we don’t have the luxury of a script and editing in conflict situations—OR DO WE?</li> </ul> <p>2. Review with students their past learning in regard to conflict resolution, e.g.,</p> <ul style="list-style-type: none"> <li>• <b>STAR: Stop—Think—Act—Renew</b></li> <li>• Steps in the conflict resolution process.</li> <li>• Personal responsibility and problem ownership</li> </ul> <p>3. Emphasize that we <b>DO</b> have the opportunity to stop our action in order to bring out the best – within ourselves and within the conflict.</p> <ul style="list-style-type: none"> <li>• Humans are capable of stopping action and starting over—however,</li> <li>• Each person in a challenging situation has feelings and thoughts that may differ from the other’s thoughts and feelings about the same situation. (See 6<sup>th</sup> grade 2.3 lesson)</li> <li>• Problem-solving and conflict-resolution skills are necessary to resolve conflict between people.</li> <li>• Compromise is a positive step toward working out challenging situations—however,</li> <li>• Courage is required when the conflict or problem is between human beings!</li> <li>• Practice will help us be better prepared to say, “Wait a minute! I didn’t like the way I said that ...I’d like to start over.”</li> <li>• In time, and with practice, putting ourselves “in check” will become more</li> </ul>	<p>1. Several (4 or 5) students will volunteer to tell about their observation of the play, freeze, re-wind, freeze process. Compare the ability of the VCR to stop when there is a problem with our typical ways of reacting to the challenge of real-life. Contribute by considering the ways people solve conflict on television. {A sidebar: Why do the producers of movies, TV shows, and video games depict violence as a way to solve problems with another person?}</p> <p>2. Students will build on each other’s contributions by asking questions or providing more information about prior learning and solving conflicts peaceably, respectfully and productively.</p> <p>3. Students will discuss the role of feelings, compromise, and problem solving in the conflict-resolution process.</p> <p>Identify a time you used courage to face-up to a conflict.</p>
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<p>natural in our real-life action scenarios.</p> <ul style="list-style-type: none"> <li>• R-E-S-P-E-C-T is at the heart of the motivation to bring out the best—within us and within the re-solution of the conflict.</li> </ul> <p>4. Reminder and Review of 6<sup>th</sup> grade lesson: Students will need the sixth grade 2.3 Activity Sheet—<i>How am I Responsible?</i> (If students monitor year-to-year growth by keeping completed Activity Sheets in a “portfolio”—ask them [before the lesson] to have their portfolios available for this lesson. If they do not have portfolios [and as a back-up for those who forget or can’t find portfolios], copy the 6<sup>th</sup> grade 2.3 Activity Sheet—“<i>How am I Responsible?</i>” [attached]).</p> <p>Emphasize empathy and re-storying as critical aspects of personal responsibility in the problem-solving process.</p> <p>5. Ask 3-4 students to (voluntarily) share relationship situations they have experienced since completing the activity sheet in 6<sup>th</sup> grade and the ways the process helped to “re-solution” the conflict.</p> <p>6. Peer, Parents, and Teachers: Re-solutioning conflict in relationships with Peers, Parents, and Teachers.</p> <ul style="list-style-type: none"> <li>• Assign students to teams of two. Give each team three (3) index cards—one each of three different colors (e.g., yellow, green, blue),</li> <li>• Students will develop three brief <b>real-life conflict scenarios</b> in which the solution applied is hurtful to all. The first scenario will be a real-life peer conflict, the second, a real-life conflict with a parent (or parents) and the third, a real-life conflict with a teacher.</li> <li>• Write the completed scenarios on the cards: Peer conflicts--yellow cards; Parent(s) conflict--green cards</li> </ul>	<p>4. Remind students to bring their completed 6<sup>th</sup> grade GLE 2.3 Activity Sheet <i>How am I responsible?</i></p> <p>5. Students will review and refresh their thinking about resolving conflicts and will volunteer to share a personal situation in which using the problem solving procedure resulted in a stronger relationship.</p> <p>6. Students will actively participate in work of team via such activity as:</p> <ul style="list-style-type: none"> <li>• Contributing real-life conflict scenario(s) with peers, a parent, or a teacher.</li> <li>• Volunteering to write scenarios on cards.</li> </ul>
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<ul style="list-style-type: none"> <li>• “First Thoughts” will be shared with Team and, as appropriate, incorporated into the team discussion and decision-making about the development of each scenario. The application of re-solutioning skills learned in prior lessons will be a part of this discussion.</li> <li>• Scenario dialogues will be developed with all team members contributing.</li> <li>• Cast of characters and descriptions will be developed; characters will be cast in roles.</li> <li>• Read-through(s)—Once scripts are developed and the cast of characters known, scenarios will be read through by characters to get the feel of the flow and to modify scripts as needed. After each read, team members will talk about scenario and problem solving processes depicted in scenario.</li> <li>• Blocking of action and character movement. After several oral read-throughs and additional modifications made to scripts, action will be blocked. During this “step” movement of the characters in each scenario is determined.</li> <li>• Rehearsals will provide additional opportunity for modifications to occur.</li> </ul> <p><i><b>Please note:</b> time availability will determine how much of the above will be implemented and whether or not the filming will actually take place. The strategies leading to the filming can be used to develop an understanding the relationship between “practicing” and the “re-solutioning” of a conflict/problem-solving situation. Practice in a safe environment makes it easier to re-solution conflict situations as they arise in real life.</i></p> <p>9. Becoming “re-solutioners” in the process of filmmaking: It is inevitable that conflicts and problems to be solved will emerge during the process of students working as a team. Establish the process of “meta-processing” as a</p>	<p>Students will work collaboratively, cooperatively and cheerfully with other Team Members to develop scenarios for production.</p> <p>9. Students will demonstrate courage by taking the risk to initiate and/or participate in meta- processing with the mind of a researcher—open curiosity.</p>
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<p>required part of any team meeting. Learning to view “meta processing” as an expected part of the team’s agenda--first item as well as last—will help students develop skills to work positively with conflict when it occurs. Positive and productive problem solving fosters relationships that promote self-respect and respect for others AND greater team productivity (see Group Assessment Process [attached]).</p> <p>10. Filmmaking? Maybe Yes; Maybe No. If you must end this lesson before the scenarios can be filmed, gain closure by having students “act out” scenarios in your classroom as well as in the classrooms of early learners. Use the checklist provided as a means for self-assessment, peer assessment and educator assessment.</p>	<p>10. Students will participate in assessment event as enactors or observers.</p>
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### **Teacher Follow-Up Activities**

The opportunities for collaboration with the classroom teacher are endless. For example, if you (the Professional School Counselor) have provided the classroom teachers with an overview of curriculum framework and this lesson, the teacher will be able to use the concepts and skills developed during the Guidance Lesson(s) when relationship issues occur within the classroom.

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

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## How Am I Responsible? (Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel?\_\_\_\_\_

How do you think your parents feel?\_\_\_\_\_

How can you show your parents you are willing to accept personal responsibility?

\_\_\_\_\_

What could you have done differently?\_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend your willing to accept personal responsibility? \_\_\_\_\_

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend your willing to accept personal responsibility? \_\_\_\_\_

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **HOW DID WE DO – AS A TEAM?**

### **Group Assessment of Process**

This group assessment is intended to provide team members with a method to objectively monitor productivity of team. The “Think-Pair-Share” process will be used. Think about questions individually. Talk about responses with a partner. Share responses with the whole group.

**Goals for this Work Session** (to be specified at the beginning of a work session):

<b>Goals were accomplished</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
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Explanation:

Examples of accomplishments:

### **Level of Participation:**

I felt listened to:

My contributions:

I listened to others:

Other team members listened to all other team members:

**What I liked/appreciated about our team work:**

**What I would change if I were doing this over:**

**In order to make change, I need:**

**It would help me to be more productive if:**

**Unit # 3 Title:** Conflict Resolution...I Am Part of the Solution

**Lesson Title:** My Conflict Shield

**Lesson** 3 of 4

**Grade Level:** 8

**Length of Lesson:** 30-45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.C.08.a.i: Exhibit an awareness of personal responsibility in conflict situations.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

Note cards cut in ½ with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)

Wrapped candy

Blank paper which students will fold into thirds

Worksheet with a picture of a shield—must locate on your own

Crayons / Colored Pencils

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace
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**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Class discussion and worksheet will provide assessment.

**Lesson Preparation**

**Essential Questions:** What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to have self-awareness during conflict?

**Engagement (Hook):** As the students walk into class, hand them a ½ of a note card with a famous person/character's name on it and a piece of candy. Tell them to not talk about the card and do not eat the candy.

**Procedures**

<b>Instructor Procedures:</b>  1. Pair students using "Famous Couples with Conflict Cards".	<b>Student Involvement:</b>  1. Students will find their "mate" and sit together.
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<p>2. Ask pairs to create one list of skills that they use when in conflict. Ask pairs to create another list of skills that they have seen used successfully, but they have not used themselves. Ask students to create a third list of skills that they wish they could develop. Each list must have at least 5 items.</p> <p>3. Ask pairs to share their lists with the class. Instructor will make a comprehensive list on the board for later use.</p> <p>4. Keep the students in pairs and pass out the shield worksheet. Ask students to draw lines that break the shield into 12 large parts. Ask the students to title the shield across the top of the paper (not on the shield) “My Conflict Shield”.</p> <p>5. Ask students to review their lists from earlier or use the list on the board to complete the shield with 12 skills that they believe to be the most useful in conflict resolution.</p> <p>6. Ask students to then color the sections of the shield that list the skills in which they are “excellent” in using. Emphasize to them the importance of being honest with themselves and that this is an exercise in self-awareness and improvement. Remind them that no one is perfect at conflict resolution and we all can continue to develop our skills. Have them discuss their decisions with their partner and decide how they can become better at the skills that are left white.</p> <p>7. The students that displayed effort during the exercise will be allowed to consume the candy.</p> <p>8. Ask the teacher if the shields can be laminated/protected and displayed inside or outside of the classroom for review.</p>	<p>2. Students will work together to create the lists that are described.</p> <p>3. Students will share their lists and compare with others.</p> <p>4. Students will design and title the shield worksheet.</p> <p>5. Students will decide which 12 skills are the most useful in conflict resolution. There will be skills that they believe should be on the shield but do not have room for. They must decide the 12 <u>most</u> important and list only 12.</p> <p>6. Students will color the shield accordingly with the goal of being honest with themselves and looking to ways to improve.</p> <p>7. Students that receive approval from the teacher may eat their candy to celebrate self-awareness and the creation of plan to grow personally.</p>
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**Teacher Follow-Up Activities**

Teacher will be able to use and refer to the student-identified skills on the shields in a variety of lessons.

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

**Unit # 3 Title:** Conflict Resolution....I Am Part of the Solution

**Lesson Title:** Put Yourself in Check

**Lesson 4 of 4**

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.C.08.a.i: Exhibit awareness of personal responsibility in conflict situations.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

Worksheet – Put Yourself in Check

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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



	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Final performances and discussion during the role-play situation will assess whether the skills have been learned or not.

### Lesson Preparation

**Essential Questions:** What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to have self-awareness during conflict?

**Engagement (Hook):** “I need 2 volunteers.” After I have them, I ask them to spontaneously role-play a common conflict among 8<sup>th</sup> grade students.

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Ask students to think of a recent situation where they were involved in a conflict. It can be with a boyfriend/girlfriend, family member, someone at school, teacher/principal, someone in the neighborhood, etc.	1. Students will remember a recent conflict. They need to focus on the cause/purpose, the initial events, the escalation point, the intervention (if any), the final event, and the resolution.
2. Pass out the put Yourself In Check worksheet. Ask the students to write a brief description of the recent conflict using the focus points in the student involvement section.	2. Students will write a brief description of the conflict using the focus points above.
3. Have the students list the feelings and reactions that they experienced during the conflict (examples include sweating, anger, making a fist, heart pounding, walking away, frustration, hurt, disappointment, etc.). Ask the students to determine whether the action was appropriate/responsible or inappropriate/irresponsible for that particular situation.	3. Students recall feelings and reactions that they experienced during this conflict. They list these feelings and then determine if the feeling or reaction was appropriate/responsible or inappropriate/irresponsible for that particular situation.
4. Have students turn to a neighbor and discuss the situation, their reactions and their responses to their reactions. Each student should provide input to the other.	4. Students will share their situation and reactions with a neighbor and using active listening skills, the neighbor will respond to the reactions.
5. Select students to share their situation and reactions with the class. For any reactions that may have been inappropriate, discuss what the appropriate and responsible action would have been and how the situation may have been different.	5. Participate in discussion by realizing and expressing different reactions that might have lead to a different result. Students must begin to realize how personal responsibility in conflict can change the outcome and is a valuable tool in the growing-up process.
6. Ask for student volunteers to role-play another typical conflict but this time to use interpersonal skills and personal responsibility to resolve the issue.	6. Student volunteers will practice skills learned in class in front of peers.
7. Discuss the differences between the conflicts at the beginning of the class and those at the end of the class.	7. Students will become aware of the benefits of accepting responsibility and using interpersonal skills in resolving conflict.

**Teacher Follow-Up Activities**

Teacher will be able to use and refer to the skills learned during today's lesson during future conflicts in the classroom.

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

## Put Yourself In Check

Think of a recent situation where you were involved in a conflict. It can be with a boyfriend/girlfriend, friend, family member, someone at school, or a teacher/principal. Write a brief description of the conflict.

The cause/purpose:

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The initial events:

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The escalation point:

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The intervention (if any):

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The final event:

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The resolution (if any):

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List all of your feelings and reactions and check the appropriate column:

	Responsible/ Appropriate	Irresponsible/ Inappropriate
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

For any actions marked irresponsible/inappropriate, what could you have done differently to show personal responsibility and mature conflict-resolution skills?

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**Unit # 1 Title:** Decisions, Decisions, Decisions!

**Grade Level:** 6-8

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 50 Minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

List of problem-solving steps.

List of decision-making steps.

Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.

Chalkboard and chalk

7<sup>th</sup> Grade Lesson # 2: Give In or Not to Give In—That Is the Question!

Materials/Special Preparations Required:

Peer Pressure Role-Play Situations Student Handout

8<sup>th</sup> Grade Lesson # 3: If It's Up to Be, It Is Up to Me

Materials/Special Preparations Required:

Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".

Blank paper (quartered) to use for students to write problems.

3-ring Binder with display panel

Chalkboard or Whiteboard

Notebook paper.

1 sheet bright paper for binder cover

**Missouri Comprehensive Guidance Standard:**

PS.3 Applying personal safety skills and coping strategies.

**Grade Level Expectation(s):**

PS.3.A.06.a.i: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.

PS.3.A.07.a.i: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

PS.3.A.08.a.i: Recognize peer influence on risk-taking behaviors and consequences.

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

Personal/Social development

C: Students will understand safety and survival skills.

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	5. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

The instructor will review reflection pieces and observe students' oral responses with regard to decision-making, problem-solving and refusal skills. The counselor will provide small group follow-up for those students who will benefit from extra attention.

**Brief Summary of Unit:**

Students will review problem-solving skills learned from elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7<sup>th</sup>-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions.

**Unit Goals:**

Students will utilize effective problem-solving, decision-making, and refusal skills to make safe/healthy choice in social situations.

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

Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.



**Unit # 1 Title:** Decisions, Decisions, Decisions!

**Lesson Title:** Opportunity Knocks, But It Costs, Too!

**Lesson** 1 of 3

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3 Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.A.06.a.i: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.

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

Personal/Social Development

C: Students will understand safety and survival skills.

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

List of problem-solving steps.

List of decision-making steps.

Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.

Chalkboard and chalk

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

	5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students will be provided with a situation for which a decision is to be made. Students will write a reflection piece, outlining each of the decision-making steps they have used and what decision they have decided upon, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution. The counselor will review these reflections for understanding and provide small group follow-up for those students who will benefit from extra attention.

**Lesson Preparation**

**Essential Questions:** How does one become an effective decision-maker/problem-solver in social situations?

**Engagement (Hook):** The facilitator asks students “How many of you have made a decision today? Students will be asked to share some of the decisions they have made today. The

instructor will acknowledge that making decisions is a part of everyday life and that many decisions are made with very little thought, such as what to eat or what to wear. Students will be asked if the decisions they make ever have a cost to them.

### Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"><li>1. The instructor poses the above questions with the above acknowledgement.</li><li>2. The instructor indicates that there are many times when we are faced with tough problems that require more consideration and more effective decision-making. Sometimes decisions we make have a cost to them. The instructor asks students if they can think of situations where the decisions students make might have a cost to them (i.e., <b>to visit my friends before school or look over my notes for a social studies test first hour</b>). Ask students what the possible cost might be with each potential decision.</li><li>3. The instructor explains that the purpose in making decisions is to deal with a problem. The instructor will have students review the problem-solving steps they have learned in the elementary grades (See attachment).</li><li>4. The instructor explains that there is a simple process for making better decisions. The instructor writes the following decision-making steps on the board (See attachment).</li><li>5. The instructor will discuss each step in detail, using the above situation: <b>to visit my friends before school or look over my notes for a social studies test first hour</b>. Students will be reminded students that they need to think about their interests and feelings, as well as the feelings and interests of others. Students will also be reminded that brainstorming and asking</li></ol>	<ol style="list-style-type: none"><li>1. Students respond accordingly with a show of hands if they have made any decisions that day, and then share decisions they have made that day.</li><li>2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.</li><li>3. Students will review the steps of problem solving with the instructor.</li><li>4. Students will listen intently.</li><li>5. Students will participate in class discussion, applying the decision-making steps to the scenario provided, and addressing the reminders.</li></ol>

others for advice is helpful to get a good list of alternatives. The instructor will also emphasize that the ability to project possible outcomes is a key to taking risks. Students will need to know their own risk-taking limits, particularly where a friendship or relationship may be endangered.

6. The instructor will write the following scenario on the board: **You are invited to a movie with your best friend. Two days later, a person with whom you have wanted to have a friendship asks you to go to a party with him or her on the same night. You need to make a decision about what you are going to do.**

Students will be asked to write a reflective piece on how they would utilize the decision-making steps to resolve the situation to their satisfaction, listing possible alternatives as well as the potential costs to them based on the decision they make.

6. Students will write a reflection piece on how they would utilize the decision-making steps to resolve the provided situation to their satisfaction, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution, listing potential costs to them based on the decision they make.

## Teacher Follow-Up Activities

Students will be asked to share their narratives out loud, if they like. The instructor will observe that not all students will decide upon the same solution and that is okay.

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

[illegible]



## **STEPS TO EFFECTIVE PROBLEM SOLVING**

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



## **STEPS TO EFFECTIVE DECISION-MAKING**

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

**Unit # 1 Title: Decisions, Decisions, Decisions!**

**Lesson Title:** To Give In or Not to Give In—That Is the Question!      **Lesson** 2 of 3

**Grade Level:** 7

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.A.07.a.i: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

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

Personal/Social Development

C: Students will understand safety and survival skills.

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

Steps to Effective Problem-Solving  
Steps to Effective Decision-Making  
Peer Pressure Role-Play Situations Student Handout

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	1. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson will be assessed by counselor observation of students' participation in class role-playing activities. Students having difficulty will be provided small group follow-up and/or assertiveness training. The counselor will also review reflection pieces for understanding and provide follow-up for those students who may need it.

**Lesson Preparation**

**Essential Questions:** How does one become an effective decision-maker/problem-solver in social situations?

**Engagement (Hook):** The facilitator poses the question, "Why is it so hard for adults and children alike to say NO."



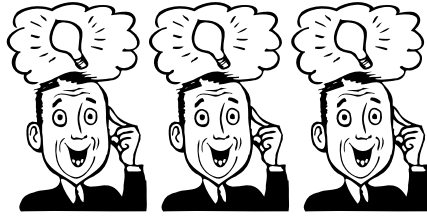
## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. The instructor poses the above question which leads to a provocative discussion. If necessary, the instructor can “prime the pump” by asking, “If I say no to you, will you still like me?” Possible responses include the need to be loved and accepted, or the desire to avoid conflict or rejection.</li> <li>2. The instructor will then ask students when it might be very important to be able to say no or when one might want to say no, but not feel comfortable saying no. This discussion should lead into a discussion about peer pressure.</li> <li>3. The instructor will advise students that the easiest way to feel comfortable saying no is to practice saying no in a variety of situations. Therefore, students are going to role-play situations in which people typically want to say “no,” but may find it hard to because of peer pressure.</li> <li>4. Students will be divided into pairs or small groups. Each group will be given the “Peer Pressure Role-Play Situation” student handout. Students are also given the opportunity to create their own role-play situation.</li> <li>5. The instructor will lead the discussion by asking students the following questions: a) How does it feel to be told “no?” b) What do you think of the person pressuring you? c) What do you believe he or she thinks about you? d) What do you think of the person who said “no?” Students will be encouraged to practice role-play situations at home with family or friends for further practice.</li> <li>6. Students will be asked to write a reflection piece on their experience with the role-play.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students respond to the above question.</li> <li>2. Students will respond to the question and engage in the discussion.</li> <li>3. Students listen intently.</li> <li>4. Students will role-play the situations, either from the “Peer Pressure Role-Play Situation” student handout or their own creation. Students will then reverse roles until each student has had the opportunity to practice saying “No.”</li> <li>5. Students participate in the discussion and role playing.</li> <li>6. Students will write a reflection piece on their experience with the role-play.</li> </ol>

**Teacher Follow-Up Activities**

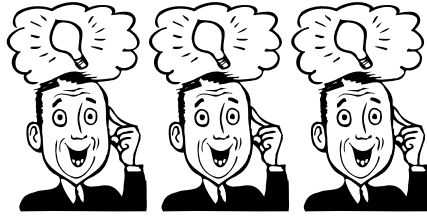
Students will be asked to share their narratives, if they like. The instructor will make the observation that not all students will have the same solution.

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



## **STEPS TO EFFECTIVE PROBLEM SOLVING**

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



## **STEPS TO EFFECTIVE DECISION-MAKING**

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

### PEER PRESSURE ROLE-PLAY SITUATIONS

Roles: Student & Teacher

Situation: The student asks to use the bathroom.

Roles: Student & Teacher

Situation: The student wants to be excused from homework because the family is going on vacation.

Roles: Two Students

Situation: One student wants the other's answers to last night's homework assignment. The students are friends, though, so the refusal must be done so that they can remain friends.

Roles: Two Students

Situation: One student is at his or her best friend's house after school. The parents are still at work. The friend goes to the refrigerator, takes out a beer, and opens it. The friend offers the student some of the beer.

Roles: Parent & Child

Situation: The parent wants the child to go on an errand, but the child doesn't want to. The reason for refusing may be that the child is legitimately busy or simply that he or she doesn't want to go.

Roles: Parent & Child

Situation: Parent & Child

Situation: The child wants to spend the night at a friend's house, but the parent refuses.

Roles: Two Students

Situation: One student is loaded down with work. His or her best friend asks the student to help him or her shop for clothes.

Roles: Parent & Child

Situation: The parent asks the child to help by staying home and babysitting for a younger sibling. The child wants to go out with friends, though, and he doesn't want to babysit.

Roles: Two Students

Situation: Two students are walking home from school when one of the students offers the other a cigarette.

**Unit # 1 Title:** Decisions, Decisions, Decisions!

**Lesson Title:** If It's to Be, It's Up to Me!

**Lesson** 3 of 3

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.A.08.a.i: Recognize peer influence on risk-taking behaviors and consequences.

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

Personal/Social Development

C: Students will understand safety and survival skills.

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

Steps to Effective Problem Solving

Steps to Effective Decision Making

Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".

Blank paper (quartered) to use for students to write problems.

3-ring Binder with display panel

Chalkboard or Whiteboard

Notebook paper.

1 sheet bright paper for binder cover

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or

	solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

#### Enduring Life Skill(s)

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

#### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson will be assessed by counselor observation of students' oral responses with regard to decision-making, problem-solving and refusal skills.

#### Lesson Preparation

**Essential Questions:** How does one become an effective decision-maker/problem-solver in social situations?

**Engagement (Hook):** The facilitator poses the following three brief scenarios and after each one asks the group, "What would you do?"

- A. Your friend has been drinking at a party. She wants to drive you home. What will you do?
- B. You visit one of your friends at her home. She offers you some beer from the refrigerator. You are not sure you want to drink alcohol. What will you do?
- C. They are passing a joint around at a party. Everyone has tried it. You are supposed to be last one to try it. You do not want to smoke marijuana. What will you do?

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The instructor poses the above questions and then asks the students to write down a problem that might be encountered by students their age. The instructor will provide students with blank quartered copy paper for this task and a decorated "Pandora's Problem Box".	1. Each student will think of possible problems their peers may encounter in social situations, write the problem down on paper, and place in "Pandora's Problem Box".
2. The instructor reviews problem-solving steps and decision-making steps with students (See attachments).	2. Students will participate in a review of the problem solving steps and decision-making steps.
3. The instructor passes "Pandora's Problem Box" around the room and asks students to draw a problem out of the box and read the problem aloud to the class. The instructor will write the problem on the board.	3. Students draw a problem from the box and share it with the class.
4. Then the instructor will ask students to brainstorm possible solutions to the problem. All solutions will be written on the board under the problem. One problem is dealt with at a time.	4. Students brainstorm and engage in problem-solving as they share possible solutions.
5. The instructor asks students, "What would you do? What do you think is the most helpful solution?" Students are asked to vote on the best solution.	5. Students will offer input as to what they believe is the most helpful or effective solution by voting on their perceived "best" solution.
6. The instructor places an asterisk by the class's choice as the most effective solution. A volunteer is asked to write down the problem along with the class choice of most effective solution. These are placed in a 3-ring binder. Other	6. A student volunteer writes down the problem and the most effective solution for inclusion in the 3-ring binder. Other student volunteers design a display panel for the "Solution Book."



volunteers are sought to design the display panel of the 3-ring binder (Solution Book).	
7. Repeat steps 3-5 for each problem pulled out of “Pandora’s Problem Box” as time allows.	

### Teacher Follow-Up Activities

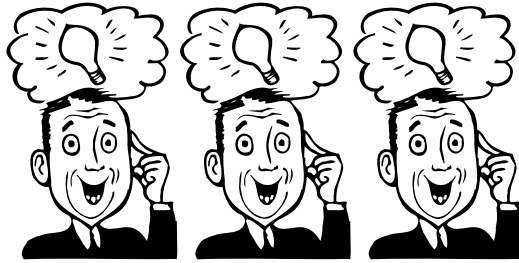
As a follow-up, teachers will be provided the following two scenarios that can be used on each of the next two days to encourage continued problem-solving, decision-making and refusal skills development:

1. **A popular group of students are harassing a particular student every day after school. You don’t think it’s fair. What can you do to help?**
2. **Your friend’s father is drunk a lot. He usually hits him when he has been drinking. How can you help your friend?**

Once a month, a new problem can be pulled from “Pandora’s Problem Box” to review the skills taught in this lesson.

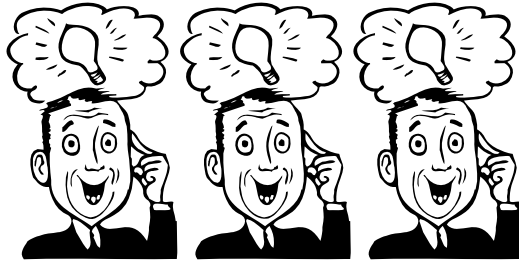
### Counselor reflection notes (completed after the lesson)

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## **STEPS TO EFFECTIVE PROBLEM SOLVING**

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



## **STEPS TO EFFECTIVE DECISION-MAKING**

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

<b>Unit # 2 Title:</b>	Risky Business	<b>Grade Level:</b>	6, 7 and 8
<b>Number of Lessons in Unit:</b>	3		
<b>Time Required for each lesson:</b>	50 min		
<b>Best time of year to implement this Unit:</b>	Any time.		
<b>Lesson Titles:</b>			
6 <sup>th</sup> Grade Lesson # 1:	Caution: Thin Ice!		
	Materials/Special Preparations Required		
	Story "Thin Ice"		
	List of Risky behaviors		
	RISKO Template		
	Buttons, M & M's or other "Bingo" markers		
7 <sup>th</sup> Grade Lesson # 2:	Putting on Armor		
	Materials/Special Preparations Required		
	Stories: "EMS Code Blue!" and "My Friend Shelbi"		
8 <sup>th</sup> Grade Lesson # 3	Ready to Remain Safe		
	Materials/Special Preparations Required		
	Personal Safety Plan Template		
	Story: "Where Are My Friends Now?"		
	List of risky behaviors		
<b>Missouri Comprehensive Guidance Standard:</b>			
PS.3:	Applying Personal Safety Skills and Coping Strategies		
<b>Grade Level Expectation(s):</b>			
PS.3.B.06.a.i:	Identify behaviors that compromise personal safety of self and others.		
PS.3.B.07.a.i:	Develop strategies to maintain personal safety.		
PS.3.B.08.a.i:	Apply strategies related to personal safety.		
<b>American School Counselor Association National Standard (ASCA):</b>			
Personal/Social Development			
C:	Students will understand safety and survival skills.		

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

	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.

	3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the costs, benefits and other consequences of proposed solutions.,
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Student comprehension will be assessed by counselor observation of oral and written responses given during discussion and written reflections/narratives. Final evaluation will be completed through the assessment of students' Personal Safety Plans.

**Brief Summary of Unit:**

Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISK. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

**Unit Goals:**

1. Review problem-solving and decision-making skills.
2. Become fluent in these skills.
3. Develop a Personal Safety Plan.

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

1. Steps to Problem Solving
2. Steps to Decision-Making

**Unit # 2 Title:** Risky Business!

**Lesson Title:** Caution: Thin ice!

**Lesson #** 1 of 3

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.B.06.a.i: Identify behaviors that compromise personal safety of self and others.

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

Personal/Social Development

C: Students will understand safety and survival skills.

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

Story: Thin Ice!

Chalkboard/Whiteboard

RISKO Templates

Buttons, M & M's, Cheerios or other "Bingo" markers

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

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Student comprehension will be assessed by counselor observation of oral and written responses given during discussion and through the playing of RISKO. Additional evaluation will be done through the assessment of written narratives.

### Lesson Preparation

**Essential Questions:** What are unsafe behaviors and how can they effect your life?

**Engagement (Hook):** The facilitator reads the story “Thin Ice!”

### Procedures

Instructor Procedures:	Student Involvement:
1. The instructor reads the story “Thin Ice” and prompts for student feelings and input about the story and how the main idea of the story might relate to other unsafe practices.	1. Students listen to story and respond with comments or questions.
2. The instructor facilitates brainstorming of a list of unsafe behaviors, and adds additional unsafe behaviors from the list below if necessary. The instructor then lists the behaviors on the board and leads a discussion about why the behaviors are risky.	2. Students brainstorm unsafe behaviors.
3. Instructor gives out RISKO templates and instructs students to randomly fill out templates with different risky behaviors listed on the board.	3. Students fill out RISKO template.
4. Instructor randomly chooses behaviors to “call” as students play the Bingo type game.	4. Students play RISKO



**Teacher Follow-Up Activities**

Students will be asked to write a short narrative about what they have learned about risky behaviors.

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

## **Caution: Thin Ice!**

The wind whistled by as he ran down the hill toward the lake. An early morning snowfall meant no school for the day, and he was anxious to join his friends for an afternoon of fun. He noticed a small dusting of snow covered the surface of the lake, and he quickly read a sign that said “DANGER: Thin ice!” Surely that was for spring, he thought, it’s safe now. After all, everyone else was out on the lake on the other side. Everyone else was doing it, so it had to be safe.

Gingerly, he stepped out onto the lake. For a moment he reconsidered. He remembered his father’s warnings about the lake’s quick thaws, he remembered the sign... “Hey, Jimmy! Hurry up!” he heard from across the lake. He saw his friends motioning him over. To turn back now would mean having to face the taunts of the other guys. No way was he going through that!

A few steps later he knew he was in trouble. Lines of ice severed in all directions. He couldn’t go back. He couldn’t go forward.....

## RISKO TEMPLATE

R	I	S	K	O
		RISK-FREE ZONE		

<b>Unit # 2 Title:</b> Risky Business!	
<b>Lesson Title:</b> Putting on Armor	<b>Lesson #</b> 2 of 3
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 50 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> PS.3: Applying personal safety skills and coping strategies.	
<b>Grade Level Expectation (GLE):</b> PS.3.B.07.a.i: Develop strategies to maintain personal safety.	
<b>American School Counselor Association National Standard (ASCA):</b> Personal/Social Development C: Students will understand safety and survival skills.	

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

Story “EMS!”  
 Story “My Friend Shelbi”

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

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Student comprehension will be assessed by counselor observation of oral responses given during discussion.

### Lesson Preparation

**Essential Questions:** How can we stay safe? Where can I find help to stay safe?

**Engagement (Hook):** The facilitator reads the story “EMS Code Blue!”

### Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. The instructor reads the story “EMS Code Blue!” and prompts, “What would you do?” Encourage group discussion about what individuals and groups would do in this situation. Instructor then reads “My friend Shelbi,” and again asks students, “What would you do?”</li> <li>2. Instructor leads discussion to facilitate an understanding of the need to get help for mental and social problems, and shares resources students may use if they or a friend need help. (Give students copy of the district’s referral list).</li> <li>3. Instructor will assist the students in reviewing strategies to maintain personal safety by facilitating role playing of the following scenarios:   <i>You are at a party and everyone around you is smoking and drinking. A friend offers you a glass of wine. How do you handle the situation?</i>   <i>You are hanging around outside a liquor</i> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen to stories and respond with comments or questions.</li> <li>2. Students discuss seeking physical vs mental health assistance and why society sometimes views them differently.</li> <li>3. Students act out the roles provided by the instructor.</li> </ol>

<p><i>store. Your friends dare you to ask someone to buy alcohol for you. What do you do?</i></p> <p>4. Instructor passes out the “bricks.” The bricks are drawn or photocopied onto colored construction paper. Each student uses the knowledge they have gained to determine one skill, tool or person they will use to build a wall separating them from risky behaviors. Examples: “I will use my relationship with my parents as a wall against risky behaviors, or I will use my participation in and dedication to the ethics of sports as a wall against risky behaviors”.</p> <p>5. Instructor asks for volunteers to share why they have chosen the person or thing for their brick.</p>	<p>4. Students fill out the bricks with the one thing they believe is mostly likely to stop them from participating in risky behaviors.</p> <p>5. Students defend their choices as protection from risky behaviors.</p>
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### **Teacher Follow-Up Activities**

Using the students’ bricks, the instructor will construct a bulletin board with the title “Building a Wall Against Risky Behaviors”. Using brightly colored paper, various risky behaviors are posted in the center of the wall. Student bricks are used to build a wall starting at the bottom and covering as much of the risky behaviors as possibly without losing the content. Wall should be placed in a prominent place in the school to be viewed by parents, staff and students.

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

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## **EMS Code Blue**

[Counselor dramatizes an event where a student is physically injured] “Oh no! Help, please help! My friend is hurt! Call the paramedics quickly....or a doctor! We must get a medical professional here as soon as possible. She fell in the gym and I think her leg is broken. She also has a contusion on her head and she’s not responding. If we don’t get help soon, she may die!”

What would YOU do?

~

## **My Friend Shelbi**

[Counselor dramatizes an event where her friend shared that she was having thoughts of suicide.] “I’m really upset! My friend, Shelbi, came to talk to me yesterday. She’s been really depressed lately. I don’t know why. It seems like she has everything...great looks, a starter on the basketball team, all the kids like her...

Still, she seemed pretty out of it. She said nothing seemed to matter much anymore. She was never really happy...never really sad...everything was sort of nothingness. She said she really didn’t see the purpose of it all.

I didn’t tell anyone, but a couple of weeks ago I noticed something else. Shelbi has been cutting herself! She has all these little marks on her arms and legs. She said she used a razor blade.

I’m afraid if we don’t help her soon, she may commit suicide.  
What would YOU do?

**Unit # 2 Title:** Risky Business!

**Lesson Title:** Ready to Remain Safe

**Lesson #** 3 of 3

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.B.08.a.i: Apply strategies related to personal safety issues.

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

Personal/Social Development

C: Students will understand safety and survival skills.

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

Story "Where are My Friends Now?"

List of risky behaviors

Personal Safety Plan Template

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

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the costs, benefits and other consequences of proposed solutions.



X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.
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**This lesson supports the development of skills in the following academic content areas:**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Student comprehension will be assessed by counselor's review of Personal Safety Plan.

**Lesson Preparation**

**Essential Questions:** What does a person need to know to keep themselves safe?

**Engagement (Hook):** The facilitator reads the story "Where are my friends now?"

**Procedures**

<b>Instructor Procedures:</b> 1. The instructor reads the story "Where are my friends now?" and facilitates a discussion about the consequences of making decisions that are not in your best interest because of peer pressure, the need to remain popular or part of a particular group, etc. Encourage group discussion about what could happen if decisions are made for or because of friends instead of what is best for you?	<b>Student Involvement:</b> 1. Students listen to story and respond with comments or questions.
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<ol style="list-style-type: none"> <li>2. Instructor reviews the list of risky behaviors and leads a discussion regarding the positive and negative consequences of decisions.</li> <li>3. Instructor provides a copy of the district's referral list (specific to each school district) and shares resources students may use if they or a friend need help. (Give students copy of the district's referral list). Encourage students to give examples of where they would go for help to resist or overcome risky behaviors.</li> <li>4. Instructor passes out the Personal Safety Plan template and facilitates student discussion and interaction as the students create their plan.</li> <li>5. Facilitator asks student volunteers to define and defend their plan.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students review risky behaviors and discuss positive and negative consequences.</li> <li>3. Students share examples of where they would go for help with situations regarding risky behaviors. Students take home a copy of the district's referral list.</li> <li>4. Students create a Personal Safety Plan to protect them from risky behaviors which may physically or mentally harm them and/or keep them from obtaining life goals.</li> <li>5. Students explain and defend their plans.</li> </ol>
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## Teacher Follow-Up Activities

Individual plans are kept in the students' portfolios and plans are made with the high school counselor(s) to do a follow-up the following year. In addition, counselor will invite guest speakers (law enforcement, health department, etc.) to share information regarding safety issues.

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

## Where Are My Friends Now?

Cassie drags herself out of bed and before she even opens her eyes she reaches for the pack of cigarettes on the nightstand. With bloodshot eyes, she fumble for a lighter and relaxes as she inhales deeply. She hated the habit, one she acquired her junior year of high school when Tiffany had said, “Come on, don’t be such a drag, Little Miss Goody Two Shoes.” So to nix that awful nickname she had to join in....now she couldn’t quit.

Getting up from bed, she looked around the room. It was a far cry from the cool, modern apartment she had envisioned she would have when she went to college, but it was all she could afford. She hadn’t been successful in getting any job that paid more than minimum wage. If only she hadn’t listened to Kirk! “Come on, sweetie. Quit school and marry me. I’ll take care of you.”

Well, she had dropped out and even though she and Kirk had stayed together for two years, the marriage never happened and Kirk soon lost interest in her and moved out one day while she was out shopping.

And college? She had always wanted to be a fashion designer, living in a swanky apartment in New York City but when she dropped out, that dream ended. She had considered trying to earn her GED and entering a community college, but with no money that modified dream appeared to be out of her reach too.

Looking in the mirror, she saw the stress was causing a canker sore to flare... it was a gift from Derek her sophomore year. Why could she never say no?!

It all seemed so depressing. Cassie just wasn’t sure she could handle her life anymore. She had made choices to satisfy others that were not good for her, but now there seemed no way to make things better. Stressed, she reached for a beer. Lately, alcohol was all that seemed to make things better... a little trick she had also learned from her friends.

Her friends? Where were they now? Cassie thought of Derek, Tiffany and the gang—even Kirk. She never saw them anymore...but her choices because of them had left a lasting mark.

## MY PERSONAL SAFETY PLAN

NAME: \_\_\_\_\_

I recognize my stressors! Things or situations that stress me include:

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Things I have learned help me to alleviate stress are: \_\_\_\_\_

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I will use \_\_\_\_\_ as my wall against risky behaviors.

My ultimate career goal is to \_\_\_\_\_

Things that might hinder my ability to reach that goal include: \_\_\_\_\_

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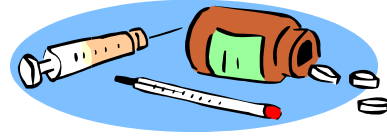
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Ways I can remain focused on reaching my goal include: \_\_\_\_\_

I make a promise to myself to make decisions that are good for me, help develop good character and will enable me to live a healthy, fulfilling life.

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Student Signature



## RISKY BEHAVIORS

Smoking  
Alcohol use/abuse  
Drug use  
Promiscuity/unprotected sex  
Chatting with strangers on the internet  
Reckless driving/racing  
Drunk driving  
Riding with friends who have been drinking  
Taking risky dares  
Anorexia/Bulimia/Purging  
Truancy  
Dropping out of school  
Missing curfew  
Going to isolated places alone

**Unit # 3 Title:** It's Life... Deal With It!

**Grade Levels:** 6-8

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 50 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: The Hope to Cope: Coping Skills

Materials/Special Preparations Required:

Three decision-making situations—one to use for class discussion and one to use for students' individual reflections

Index Cards

Small file box for each student

Pencils

Chalkboard or White board

7<sup>th</sup> Grade Lesson # 2: Lean Mean Coping Machine!

Materials/Special Preparations Required:

"Your Choice" handout for students to write their answers.

Chalkboard or Whiteboard

Paper and pencils

8<sup>th</sup> Grade Lesson # 3 Life ... Bring It On!

Materials/Special Preparations Required:

Scissors, glue, markers

Magazines

Poster board

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation(s):**

PS.3.C.06.a.i: Review and revise strategies to cope with life-changing events.

PS.3.C.07.a.i: Apply coping skills to manage life-changing events.

PS.3.C.08.a.i: Evaluate coping skills to manage life-changing events.

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

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

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

X	Goal 1: gather, analyze and apply information and ideas
	1. Develop questions and ideas to initiate and refine research.
	5. Comprehend and evaluate written, visual and oral presentations and works.

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	<p>8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises.</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	<p>1. Speaking and writing standard English</p> <p>4. Writing formally and informally.</p> <p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations</p>
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

**Brief Summary of Unit:**

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

**Unit Goals:**

1. Review strategies to cope with life-changing events.
2. Apply strategies to cope with life-changing events.
3. Evaluate strategies to cope with life-changing events.

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

Steps in the decision-making process.



**Unit # 3 Title:** It's Life... Deal With It!

**Lesson Title:** The Hope to Cope: Coping Skills

**Lesson #** 1 of 3

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.C.06.a.i: Review and revise strategies to cope with life-changing events.

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

Personal/Social Development

C: Students will understand safety and survival skills.

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

Three decision-making situations—one to use for class discussion and one to use for students' individual reflections.

Index Cards

Small file box for each student

Pencils

Chalkboard or White board

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems

	4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students will be provided with a scenario in which they will identify positive and negative coping strategies. Students will reflect on the positive and negative coping strategies and the implications in life situations.

**Lesson Preparation**

**Essential Questions:** How does one weigh the value of positive and negative coping skills in life situations?

**Engagement (Hook):** The facilitator asks students, “How many of you have made a decision today?” Ask students to share some of the decisions they have made today. Acknowledge that experiencing stress when making decisions is a part of everyday life. Stress is OK because it can charge you with a sense of responsibility. When one does not know how to monitor stress,

this may impact the effectiveness of coping skills. Many decisions are made with very little thought, such as what to eat or what to wear. Other decisions require a well thought out line of reasoning, such as how to choose a college major or how to say “no” when the result will be upsetting a friend. Ask students if the decisions they make ever have a cost to them. Ask students how they coped with the stress caused by the cost.

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The instructor presents the idea that when a decision is made in life, we all experience different levels of stress. The instructor states that one should be aware of what causes positive and negative ways of coping with factors that can interfere in decision making.	1. Students respond accordingly with a show of hands if they have made any decisions that day, how much stress they experienced, and what they did to cope with the aftermath of the decision.
2. The instructor indicates that there are many times when we are faced with life situations that require more consideration and more effective decision-making. Sometimes decisions that we make have a cost to them. The instructor states to students that there are positive and negative coping skills that will help one in dealing with these costs.	2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.
3. The instructor explains that the purpose in making decisions is to deal with a problem or an issue. Instructor passes out a handout with a list of coping skills related to the stress associated with decision making. As the instructor reads with students a list of ways of coping with stress, students are asked to indicate with a + sign those that they feel are positive ways to handle stress. The student is also asked to indicate those that they feel are negative ways to handle stress with a - sign.	3. Students will follow the instructor’s directions.
4. The instructor processes the responses with the students, writing these questions on the board and asking the students: a) How are you doing? b) How many pluses? c) How many minuses? d) What do you need to do to lower the number of minuses as your usual coping skills? e) What kind of help	4. Students will listen and engage in discussion.

would you look for to assist and support you?	
5. The instructor passes out index cards and asks the students to write skills that have been positive ways of coping with stress for them. The instructor asks the students to write coping skills that they have used that been negative ways of coping with stress. The following questions will guide the discussion: a) How does this personal card file of positive and negative coping skills look like now? b) If you were to rearrange any of the cards (positive or negative) in your file, what would you do?	5. Students will participate in class discussion, build their personal file of coping skills and reflect on the number of positive and negative coping skills and what this means in the decision-making process.

### **Teacher Follow-Up Activities**

The instructor will periodically discuss with the class how they have been applying their coping skills in their daily decision-making situations, emphasizing the importance of creating new and positive coping skills while replacing the negative coping skills.

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

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## STEPS FOR REACTING TO STRESS

You encounter stressful situations on a regular basis. Stress will be a normal part of the decision-making process. As you read this list of ways of coping with stress, choose those that you feel are positive ways to handle stress and put a + (plus) in front of it. Choose those that you feel are negative ways to handle stress and put a – (minus) in front of it.

1. Over-eating and under-eating
2. Discuss the problem and possible solution with a friend
3. Eat well as a part of your daily routine
4. Talk a lot or say very little
5. Take time to relax
6. Ignore the problem and pretend it will go away by itself
7. Act angry and irritable
8. Give up and do nothing to solve the problem
9. Withdraw from people and spend a lot of time alone
10. Try alcohol or drugs to cope with the problem

Count your pluses. Count your minuses. Answer the following questions:

- How are you doing?  
How many pluses?  
How many minuses?
- What do you need to do to lower the number of minuses as your usual coping skills?
- What kind of help would look for to assist and support you?

Go over the list a second time and find out which reactions best describe your usual way to cope with stress.

Now let's build a personal card file of positive and negative ways to handle stress. Write on some cards the coping skills that you have used that have been positive ways of coping with stress. Write on other cards the coping skills that have used that have been negative ways of coping skills with stress.

- How does this personal card file of positive and negative coping skills look now?
- If you were to rearrange any of the cards (positive or negative) in your file, what would you do?

**Unit # 3 Title:** It's Life... Deal With It!

**Lesson Title:** Lean Mean Coping Machine!

**Lesson#** 2 of 3

**Grade Level:** 7

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.C.07.a.i: Apply coping skills to manage life-changing events.

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

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

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

"Your choice" handout for students to write their answers.

Chalkboard or Whiteboard

Paper and pencils

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine and oral research. 5. Comprehend and evaluate written, visual presentations and works. 8. Organize data, information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives

	7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Student comprehension will be assessed by the instructor observation of oral and written responses given during discussion and through the write up of coping skills and decision-making situations.

**Lesson Preparation**

**Essential Questions:** How does one become an effective decision-maker/problem-solver when decisions are to be made in life?

**Engagement (Hook):** The instructor will invite students to engage in the activity, “Your Choice”, by asking the following questions:

“How do you go about making important decisions?”

“What determines how important a decision is?”

“How would you rely on your coping skills to help you deal with the pressure of making important decisions?”

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. The instructor will give the students a copy of the “Your choice” worksheet and ask them to choose the five of the ten that they consider to be the most important.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students choose the five decisions they consider to be the most important.</li> </ol>
<ol style="list-style-type: none"> <li>2. Students rank the five most important decisions, in the order of priority, with number 1 being the most important.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students rank decisions in order of priority.</li> </ol>
<ol style="list-style-type: none"> <li>3. Instructor invites volunteers to share their ideas and justify their reasoning.</li> </ol>	<ol style="list-style-type: none"> <li>3. Students volunteer to share their ideas and defend their choices.</li> </ol>
<ol style="list-style-type: none"> <li>4. The instructor then asks students to consult their personal card file of coping skills (from 6<sup>th</sup> grade) to find which skills they applied during this activity.</li> </ol>	<ol style="list-style-type: none"> <li>4. Students decide which skills they used in the activity and match with the decisions they chose.</li> </ol>

## Teacher Follow-Up Activities

The instructor will invite students to practice the skills they learned with the following scenario:

Your group of friends has all decided to skip school on a certain day. You want to belong to this group and are afraid of group retaliation if you don't participate. However, you really don't want to do this and know your parents will be very upset if you get caught. What would you do? How would you cope?

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

[illegible]



## *Your choice*

Choose the five most important decisions you make and explain the reasons they are important for you.

1. To talk with your friends in front of school or look over your notes for math test first hour
2. To brush your teeth and wash your face or skip it and sleep longer
3. To cheat on your math test or do it on your own
4. To ride the bus home or walk with friends
5. To give your book report today or try to get out of it until tomorrow
6. To go to a party Saturday night with friends or to the baseball game with Dad
7. To watch a special on TV or study for your science test tomorrow
8. To rise early for a family gathering or sleep late
9. To bring lunch to school and save money or buy lunch at the school cafeteria
10. To wear something that looks cool (even if it is not appropriate for school) or to wear something comfortable

Rank the 5 most important decisions in order of 1 to 5, with 1 being the most important.

Decision #      Reasons that the decision is important for you

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now that you have made these decisions, consult your personal card file of coping skills from 6<sup>th</sup> grade. Find in your file which coping skills you applied during your decision making process. Write them down, matching the coping skills with the decision you made.

Decision

Coping skills from file

1	_____
	_____
2	_____
	_____
3	_____
	_____
4	_____
	_____
5	_____
	_____

**Unit # 3 Title:** It's Life...Deal With It!

**Lesson Title:** Life ... Bring It On!

**Lesson #** 3 of 3

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.C.08.a.i: Evaluate coping skills to manage life-changing events.

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

Personal/Social Development

C: Students will understand safety and survival skills

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

Scissors, glue, markers

Magazines

Poster board

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

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives

	7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Student's comprehension will be evaluated upon the completion of the artistic collage work and participation in classroom discussion.

**Lesson Preparation**

**Essential Questions:** What life events affect our lives? What skills does a person need to help manage life events?

**Engagement (Hook):** The instructor will disclose their personal coping strategies by sharing his/her own coping collage.

## Procedures

Instructor Procedures:	Student Involvement:
1. The instructor will give each student a poster board and ask the student to artistically sign/write their name in the center.	1. Student will follow instructions.
2. The student will brainstorm personal strengths that he/she believes that they have to support the ability to make effective decisions.	2. Student will think of his/her personal strengths as elements that support their ability to make effective decisions
3. The instructor will ask the students to write the traits on the poster board around their name.	3. Student will follow instructions.
4. The instructor guides the students to look in magazines to find photos, words, or visual art that expresses their traits.	4. Students will find visual representations of those traits and cut them out with scissors.
5. Students are asked to attach the clippings around their name as a visual presentation of the personal coping skills that they have listed.	5. Students will build a collage of clippings around his/her name.
6. Students will share their art work in small groups (2-3), highlighting how they connected their self-perceptions with the clippings of their choice.	6. Students will discuss among themselves how they perceive themselves as decision-makers through a creative/artistic way.

## Teacher Follow-Up Activities

Students will display their work on the wall. The students will take photos of their art work and print them to include in their card file.

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

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**Unit # 1 Title:** The Successful Student

**Grade Level:** 6-8

**Number of Lessons in Unit:** 4 (Grade 6=2 lessons, Grades 7 & 8 =1 lesson each)

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

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

**Grade 6:**

**Lesson 1** Picturing the Successful Student

Materials and special preparation:

Markers and tape

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

Handout “Transform Greta the Geek into Suzie the Successful Student” (Note: Change the name(s) if you have a student named Greta or Suzie)

Handouts Report card with F’s and Report card with A’s

**Lesson 2** What’s Your Style?

Materials and special preparation:

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

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

**Grade 7:**

**Lesson 3** Let’s Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

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

Study Skills Tips Handout

Test-Taking Tips Handout

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

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

Counselor Resource for Categorizing Skills

**Grade 8:**

**Lesson 4 Just Checking**

Materials and special preparation:

Introduction

*Just Checking* Checklist-Goal-Setting Sheet for backside

*Tips for Setting Goals* Information Sheet

Effective Management System Tips Information Sheet

Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school's adopted management system

**Missouri Comprehensive Guidance Standard:**

AD.4 Applying Skills Needed for Educational Achievement

**Grade Level Expectation(s):**

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

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

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

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

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

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

**American School Counselor Association 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	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>6. Discover and evaluate patterns and relationships in information, ideas, and structures.</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of</li> </ol>

	others.
X	Goal 3: recognize and solve problems 1 Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6 Identify tasks that require a coordinated effort and work with others to complete those tasks

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

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

**Unit Assessment (acceptable evidence):**

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

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

**Brief Summary of Unit:**

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

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

7<sup>th</sup> Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills.

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

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

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

**Unit Goals:**

Students will evaluate their self-management, study and test-taking skills.

Students will develop a personalized-management system for each of the skill areas..

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

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



Getting Your Grades Together

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

How do you rate yourself in the following areas? (Circle answer)

1. Writing down assignments	Poor	Okay	Good
2. Turning in homework on time	Poor	Okay	Good
3. Getting help before or after class.	Poor	Okay	Good
4. Asking your parents or others for help	Poor	Okay	Good
5. Having a place at home to study with materials.	Poor	Okay	Good
6. Keeping track of assignments/schedule in calendar/planner	Poor	Okay	Good

How do you rate yourself on the following skills? (Circle answer)

7. Listening in class	Poor	Okay	Good
8. Asking topic-related questions in class	Poor	Okay	Good
9. Being in school, on time, every day	Poor	Okay	Good
10. Being prepared for class.	Poor	Okay	Good
11. Behaving appropriately in the classroom.	Poor	Okay	Good
12. Taking notes	Poor	Okay	Good
13. Treating others with courtesy and respect	Poor	Okay	Good
14. Adapting to different teaching styles	Poor	Okay	Good
15. Being aware of body language and non-verbal behavior	Poor	Okay	Good
16. Being a contributing group member	Poor	Okay	Good
17. Participating in class	Poor	Okay	Good

How do you rate yourself on the following test-taking skills? (Circle answer)

18. Developing a test-taking plan	Poor	Okay	Good
19. Looking for key words in true/false questions	Poor	Okay	Good
20. Using strategies for multiple-choice questions	Poor	Okay	Good
21. Developing responses to essay questions	Poor	Okay	Good
22. Developing a constructed response	Poor	Okay	Good
23. Being prepared for open-book questions	Poor	Okay	Good
24. Checking answers before handing in tests.	Poor	Okay	Good
25. Reviewing and correcting all returned tests	Poor	Okay	Good

What is your learning style and how do you use it to study?

Which of the above skills do you need to improve in order to be academically successful in high school?

Formal Essay: Formulate a plan for using the skills you have learned in middle school to help you succeed in high school. Include self-management skills, study skills, test taking skills. For each area, include your assessment of your current performance, what you will do in order to be successful and the steps you will take to make yourself follow-through with your plan.

<b>Unit #1 Title:</b> The Successful Student	
<b>Lesson Title:</b> Picturing the Successful Student	<b>Lesson #:</b> 1 of 4
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 45 min	
<b>Missouri Comprehensive Guidance Standard:</b> AD.4 Applying Skills Needed for Educational Achievement	
<b>Grade Level Expectation(s):</b> AD.4.A.06.a.i: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06.a.i: Develop and practice a self-management system to promote academic success.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

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

Markers and tape Handout “Characteristics/Qualities of a Successful Student” (1 for each student group) Handout “Transform Greta the Geek into Suzie the Successful Student” (Note: Change the name(s) if you have a student named Greta or Suzie) Handouts: Report card with F’s and Report card with A’s
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**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. 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems

	3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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

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

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

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

Learners will work in cooperative-learning groups to identify the characteristics of a successful learner. Students will identify characteristics that will be most helpful for them.

Counselor/instructor will assess learners' cooperative work skills through observation.

**Lesson Preparation**

**Essential Questions:**

What does a successful student look like?

**Engagement (Hook):**

Counselor/Instructor comes dressed as a "geek" and carries a stack of books and papers ...

AND ... a report card with all *F*'s, so is this really a successful student?

NOTE: If the counselor/instructor is short on time, he/she can show the students a picture of someone who looks like a "geek", posing the same types of questions.

**Procedures**

**Instructor Procedures:**

NOTE: Counselor/Instructor actively encourages participation by all students and monitors student participation making note of

**Student Involvement:**

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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<p>those who do not participate. These students may be candidates for Responsive Services, e.g., small groups focusing on participation skills.</p> <ol style="list-style-type: none"> <li>1. Pose the following question: “What does a successful student look like?” Discuss the costume and/or Greta the Geek handout and ask the students, “Do I (or Greta the Geek) look like a successful student?” Then show the report card with all <i>F</i>’s. Point out that being a successful student requires more than “looking” successful.</li> <li>2. Divide students into groups and assign group member responsibilities. Hold up the “A” Report Card and ask, “How can we transform Greta the Geek into Suzie the Successful Student?” Give the following instructions: “Brainstorm the qualities/ characteristics of a successful student. The group recorder will write those qualities on the handout “Characteristics of a Successful Student.” Monitor the progress of the group and check for cooperative behavior.</li> <li>3. As the students share the results of their group work, the counselor/instructor or assigned student will write the characteristics of the successful student on the chart paper.</li> <li>4. Pose the questions “What one characteristic stands out as being potentially helpful for you? How might you incorporate the characteristic into your actions?”</li> <li>5. During the next lesson you will analyze your learning style: how, when, where, you learn the best. Between now and then, be aware of the choices you make about where to study.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class discussion</li> <li>2. Students work on the project in cooperative groups of four. Assign roles: Recorder, Encourager, Monitor and Reporter.</li> <li>3. Students share results with the rest of the class.</li> <li>4. Students identify characteristics and give an example of when and/or how the characteristic will be used. Have students write which characteristics will be the most beneficial to them and how they will use this characteristic to improve their academic success.</li> </ol>
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**Teacher Follow-Up Activities**

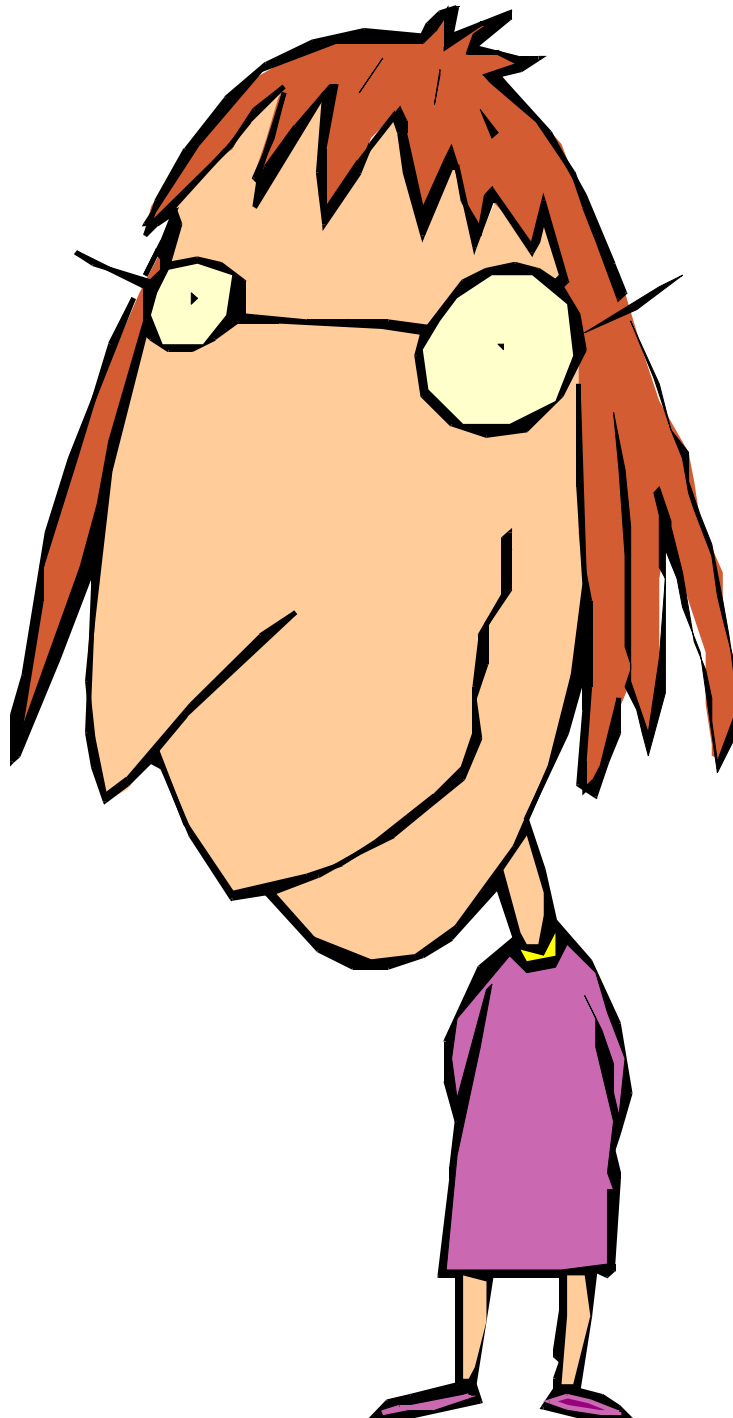
Counselor/instructor posts the chart with the characteristics of the successful student in the classroom.

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

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

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

## **Transform Greta the Geek into Suzie the Successful Student**



# **Report Card**

## **For Greta the Geek**

<b>Communication Arts</b>	<b>F</b>
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<b>Mathematics</b>	<b>F</b>
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<b>Science</b>	<b>F</b>
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<b>Social Studies</b>	<b>F</b>
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<b>Fine Arts</b>	<b>F</b>
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<b>Health</b>	<b>F</b>
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<b>Physical Education</b>	<b>F</b>
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# **Report Card**

## **For Suzie The Successful**

<b>Communication Arts</b>	<b>A</b>
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<b>Mathematics</b>	<b>A</b>
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<b>Science</b>	<b>A</b>
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<b>Social Studies</b>	<b>A</b>
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<b>Fine Arts</b>	<b>A</b>
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<b>Health</b>	<b>A</b>
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<b>Physical Education</b>	<b>A</b>
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# Characteristics/Qualities of a Successful Student

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

- 1: \_\_\_\_\_
2. \_\_\_\_\_
- 3: \_\_\_\_\_
- 4: \_\_\_\_\_
- 5: \_\_\_\_\_
- 6: \_\_\_\_\_
- 7: \_\_\_\_\_
- 8: \_\_\_\_\_
- 9: \_\_\_\_\_
- 10: \_\_\_\_\_

**Unit #1 Title:** The Successful Student

**Lesson Title:** What's Your Style?

**Lesson #:** 2 of 4

**Grade Level:** 6

**Length of Lesson:** 45 min.

**Missouri Comprehensive Guidance Standard:**

AD.4 Applying Skills Needed for Educational Achievement

**Grade Level Expectation(s):**

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

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

**American School Counselor Association 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)**

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

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

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

X	<p>Goal 1: Gather, analyze and apply information and ideas.</p> <p>1. develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships and information, ideas and structures.</p> <p>7. Evaluate the accuracy of information and the reliability of its sources.</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p>

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	1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Speaking and writing: reading, evaluating information, writing formally: participating in discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

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

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

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

**Lesson Preparation**

**Essential Questions:**

Do we all learn the same way on the same day? Why or why not? How do you learn best?

**Engagement (Hook):**

The counselor/instructor meets with three confident students in advance of the lesson (giving them instructions for the activity described as student A, B, and C). To the class, the counselor

says, "Let's watch each of these students study." Student A is studying the math fact "8 x 9" by writing it repeatedly on the board. Student B is studying the math fact by saying it out loud repeatedly. Student C is studying it by using his/her fingers (1 x 9 is 9, pinky on left hand down and holding up remaining 9 fingers; 2 x 9 is 18, holding up pinky on left hand, ring finger down, remaining fingers up, etc.).

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

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The counselor/instructor will assist the students in completing a learning style inventory, whether print or online.	1. Students will complete (score and interpret) inventory.
2. Divide class by their learning styles. Then give groups information about strategies that work for each learning style. Ask the students to pick out those strategies that they are already using and discuss those with their group. Strategies are available on the website listed above.	2. Students will discuss strategies that can benefit their learning.
3. Ask students if there are some learning techniques they haven't considered before?	3. Students will discuss alternative learning strategies.
4. Have students write a "What's my style and how can I maximize it?" paragraph about their individual learning styles and ways they can improve academic achievement using learning style strategies. Have students share their findings with a partner.	4. Each student will write a paragraph regarding his or her learning style preferences and discuss learning styles with a partners. Partners will give each other feedback about the strategies each one uses to enhance learning.
5. The counselor/instructor will keep copies of student learning style information for future reference.	5. Students will record the results of their learning style inventory in their portfolios and/or another storage system for future reference.

## Teacher Follow-Up Activities

The counselor/instructor will share inventory results with classroom teacher and encourage classroom teacher to use the information or to be aware of students' learning styles.  
The counselor may also wish to send copies of the information home with students to make

parents aware of their student's learning styles and ways that the student can study more effectively.

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



**Unit # 1 Title:** The Successful Student

**Lesson Title:** Let's Review for Better Achievement

**Lesson:** 3 of 4

**Grade Level:** 7

**Length of Lesson:** 45 min.

**Missouri Comprehensive Guidance Standard:**

AD.4 Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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

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

**American School Counselor Association 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)**

Sam the Slacker Story

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

Study Skills Tips Handout

Test-Taking Tips Handout

Skill Cards Worksheets (Copy the three pages of the skill cards for each group. Cut, shuffle and bundle the skill cards for distribution to each group)

Blank Activity Sheets: Self-Management Skills, Study Skills and Test-Taking Skills Sheets (One set of three for each group.)

Counselor Resource for Categorizing Skills

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research.</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures.</li> <li>8. Organize data, information, and ideas into useful forms for analysis or presentation.</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</li> </ol>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</li> </ol>

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Linking School Success to Life Success

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	3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require coordinated effort and work with others to complete those tasks.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>          Question and answer session regarding study skills, test-taking skills, and self-management skills (including the personal-planning systems students are using). Students will develop goals using two or more skills they have identified to help them improve academic achievement.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>          What choices do you make that affect your grades?</p> <p><b>Engagement (Hook):</b>          Counselor/instructor will share the story of Sam the Slacker (or a personal story of someone who did not make good academic choices).          (Note: change the name of Sam the Slacker if you have a student named Sam)</p>
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## Procedures

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



7. The counselor encourages students to identify a trusted adult and ask the adult to sign the plan as a show of support.	7. Students share their goals with a trusted adult and ask the adult to be an encourager and support person. First show of support: Adult initials plan to indicate he or she has read the plan. Once the plan has been signed the adult continues to support the student in carrying through with his or her goals.
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## Teacher Follow-Up Activities

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

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

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## **Sam the Slacker**

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

### **Bad Decisions Summary:**

He decided not to create a study plan.

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

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

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

He decided to have a disorganized backpack.

He decided not to learn what to study.

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

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

He decided not to get organized before bedtime.

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

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

He decided not to keep his mind on the test.

## Handout 1 Sample Planning Pages

[MONTH]						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

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

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## HANDOUT 2

# Test Taking Tips

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

### Hints for Answering Objective Questions:

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

### Hints for Answering Constructed Response and Essay Questions:

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

### **Study Skill Tips**

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



**CG 4 GRADE 7 LESSON 1**

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

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

**Activity Sheet 1 Continued (page 2 of 3): Skill Cards**  
(Cut the cards apart for students to use in categorizing the skills.)

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

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

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

Keep your mind on the test

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

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

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

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

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

Read all the directions, looking for key words and phrases



## ACTIVITY SHEET 2: SELF-MANAGEMENT SKILLS

Tape Self-Management Skill Cards to this grid


### ACTIVITY SHEET 3: STUDY SKILLS

Tape Study Skills Cards to this grid


### ACTIVITY SHEET 4: TEST-TAKING SKILLS

(Tape Test-taking Skills Cards to this grid)


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

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

**SELF-MANAGEMENT SKILLS**

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

**TEST-TAKING SKILLS**

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



**Unit # 1 Title:** The Successful Student

**Lesson Title:** Just Checking

**Lesson 4 of 4**

**Grade Level:** 8

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

**Missouri Comprehensive Guidance Standard:**

AD.4: Applying Skills Needed for Educational Achievement

**Grade Level Expectation (GLE):**

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

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

**American School Counselor Association 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)**

“Introduction to the Just Checking Lesson”

*Just Checking* Checklist-Goal-Setting Sheet for backside

*Tips for Setting Goals* Information Sheet

Effective Management System Tips Information Sheet

Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school’s adopted management system

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>6. Discover and evaluate patterns and relationships in information, ideas, and structures.</li> <li>8. Organize data, information and ideas into useful forms for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</li> <li>2. Review and revise communications to improve accuracy and clarity.</li> <li>3. Exchange information, questions information and ideas while recognizing the perspective of others</li> </ol>

X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements.</li> <li>3. Develop and apply strategies based on one's experience in preventing or solving problems.</li> <li>4. Evaluate the processes used in recognizing and solving problems.</li> <li>7. Evaluate the extent to which a strategy addresses the problem.</li> </ol>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions.</li> <li>4. Recognize and practice honesty and integrity in academic work and in the work place.</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</li> </ol>

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	Writing, evaluating information, discussion
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

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

Students will complete the *Just Checking* checklist to assess the degree of their use of a personal management system.

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

**Lesson Preparation**

**Essential Questions:**

What choices do you make that result in better grades?

**Engagement (Hook):**

Counselor/instructor will read the "Introduction to the Just Checking Lesson."

**Procedures**

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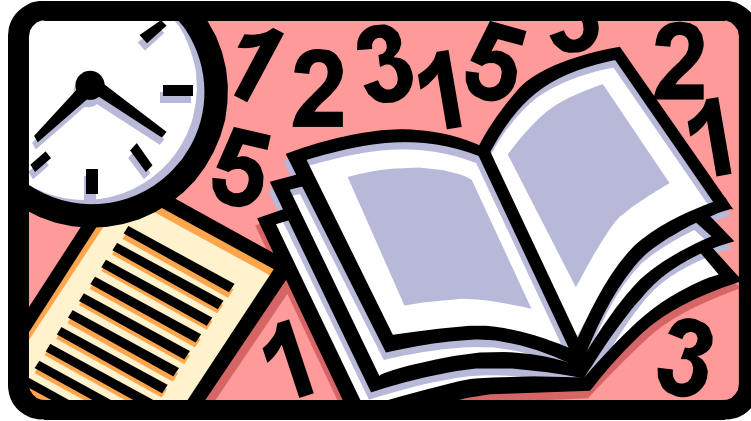
### Teacher Follow-Up Activities

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



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

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Counselor Resource

## Introduction to “Just Checking” Lesson

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

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

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

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

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

Handout

## **Effective Management System Tips**

### **The Key to Success in Middle School/Junior High**

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

Do you:

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

## Just Checking Checklist

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What is working well for you?

## Tips for Setting Goals

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

## Goal Setting Activity Sheet

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

GOAL 1: \_\_\_\_\_

What action steps will you take to accomplish your goal?

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

GOAL 2: \_\_\_\_\_

What action steps will you take to accomplish your goal?

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

**Unit #1 Title:** Great Expectations!

**Grade Level:** 6 & 7

**Number of Lessons in Unit:** 2

**Time Required for each lesson:** 50 minutes

**Best time of year to implement this Unit:** 1<sup>st</sup> Quarter

**Lesson Titles:**

**Grade 6:**

**Lesson 1:** Sixth Grade is a Ball!

Materials/Special Preparations Required:

11 Soft Nerf-like Balls

Log Activity Sheet 1

Student Planners, Agenda or Assignment Notebooks

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

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

**Grade 7:**

**Lesson 2:** Get Ready, Get Set, Get Organized!

Materials/Special Preparations Required:

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

Index Cards

Overhead transparency: Goal Suggestions

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

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation(s):**

AD.5.A.06.a.i: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

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

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

Academic Development

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

**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
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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

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

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

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

**Unit Assessment (acceptable evidence):**

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

Students will complete a rubric to show how effectively they are utilizing their planners, agenda, or assignment notebooks. The school counselor will determine the dates students usage of planners will be assessed. The rubrics will be given to students every two weeks or once a month and returned to the school counselor. Rubrics will be completed by the students (self assessment) on their own planner usage and by one other person e.g. teacher, parent or fellow student.

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

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



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

**Unit Goals:**

Students will be able to demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

Students will be able to recognize ongoing academic expectations and develop strategies to meet increased demands.

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

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

Vocabulary: Transition, Planners, Agenda, Rubric

Students as self-assessment mechanism and by counselors and classroom teachers will use this rubric throughout the year.

## Planner Usage Rubric

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

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

**Name(s) of those assessing student usage of planner rubric:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Unit # 1 Title:</b> Great Expectations!	
<b>Lesson Title:</b> Sixth Grade is a Ball!	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 50 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.5: Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation (GLE):</b> AD.5.A.06.a.i: Recognize ongoing academic expectations and develop strategies to meet increased demands.	
<b>American School Counselor Association National Standard (ASCA):</b> ): Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

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

Soft Nerf-like Balls (11) Activity Log (Activity Sheet 1) for each student (classroom teacher will distribute explain Activity Logs to students the day before the lesson.) Student planners, agenda or assignment notebooks “Planner Usage” Rubric (To be used as an assessment instrument periodically throughout the school term.)
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

### **Enduring Life Skill(s)**

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

### **Lesson Assessment (acceptable evidence):**

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

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

Students will create a plan for success in getting “everything” completed for one evening. Previous learning about setting goals and using individual planners will be assessed using “Planner Usage” Rubric as a measurement.

### **Lesson Preparation**

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

**Engagement (Hook):** Have a variety of small soft (Nerf like) balls labeled with the following: Homework for Science, Math, (1 for each core subject), Eating, Sleeping, Home Chores, Free Time, Sports, Clubs and Travel Time. Choose a volunteer from the class to demonstrate the process of “juggling” the balls. Explain that he or she will catch the balls tossed to them without dropping any or putting any of them down. Begin to toss the balls slowly to the student, naming the balls as you toss them until all balls have been tossed to the student...remind student that all balls need to “keep moving” during the demonstration.

### **Procedures**

#### **Pre Lesson Activity:**

Prior to the day the school counselor will be conducting this classroom guidance lesson, the classroom teacher will distribute the Activity Log to students.

The teacher will instruct the students to use the second column of the Activity Log to list the

<p>activities in which he or she participates in after school “today”. The Activity Log is distributed. Students will return completed Activity Log the next day.</p> <p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. After the “juggling” demonstration lesson engagement hook, the counselor will ask the students to describe what just happened.</li> <li>2. The counselor will ask students to take out the Completed Activity Log the teacher gave them the day before; if students do not have the Activity Log completed, supply one and give them 2 - 3 to list several activities.</li> <li>3. The counselor will ask the students for examples of activities that were recorded on the Activity Log. The counselor will act as the recorder and list the activities that the students give on the board.</li> <li>4. The counselor will ask the students to relate the ball activity to the activities listed on the board and on their Logs. Discussion may include: total time doing homework, scheduled activities and free time activities and how they had to plan in order to get all activities done after school and before bedtime last night.</li> <li>5. The counselor will ask what difficulties students encountered in getting “everything” accomplished and list the difficulties on the board.</li> <li>6. The counselor will ask students what they could have done differently to alleviate problems.</li> <li>7. The counselor will ask students to examine their logs and note where different choices are necessary.</li> <li>8. The counselor will have students use the third column on the Activity Log to plan the</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will note that there were too many balls to catch and keep moving.</li> <li>2. Students should have their completed Activity Log if they don’t they will be given another Log to complete.</li> <li>3. Students will report activities they listed on their Activity Logs.</li> <li>4. Students will need to look at activities they listed on the board. Students will talk with a partner about activities that did not get done and what he or she did instead. Discuss how their time in an evening determines whether or not they could get “everything” accomplished they need to.</li> <li>5. Students will share problems they had getting “everything” accomplished.</li> <li>6. Students will discuss strategies that would have alleviated the problems.</li> <li>7. Students will examine their logs for specific problems and note where changes are needed.</li> <li>8. Students will create a plan using previous lesson information and planners to be</li> </ol>
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<p>evening. The counselor will explain that each evening will be different and that individual changes will be necessary throughout a week based on each individual student's situation. The counselor will have students refer to their planners to identify assignments and homework that need to be assimilated into evening's schedule.</p> <p>9. The counselor will discuss the need to plan so that students are not overwhelmed with what they must accomplish and what they want to do each evening.</p> <p>10. Point out: Planning is a skill and can be learned; making transitions from grade to grade and level to level (Elementary to Middle School to High School) requires the individual to plan for the unknown. Being able to make meaning of ambiguity (the unknown) is a skill of effective transitioning.</p>	<p>successful in getting "everything" completed for that evening.</p> <p>9. Students will continue to work on planning.</p> <p>10. Students comment if needed or asked to.</p>
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### **Teacher Follow-Up Activities**

<p>Teachers will follow-up by working with students on planners and planning good use of time.</p> <p>Periodically, the Planner Usage Rubric will be distributed to the students in order to assess effect use of the student planner, agenda, or assignment notebook. Students will complete the rubric to show how effectively they are utilizing their planner, agenda or assignment notebook. The guidance counselor will determine what weeks will be used to complete the rubric. The rubrics will be given out every two weeks or once a month and returned to the guidance counselor. Rubrics should be completed by the student on their own planner and, if possible, one other person e.g. teacher, parent, or fellow student.</p>
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### **Counselor reflection notes (completed after the lesson)**

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**Activity Log (Activity Sheet 1)**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions: In the second column list the activities that you do after school today.****Leave the third and fourth columns blank. Return completed Activity Log tomorrow.**

<b>After School Time</b>	<b>Activity</b>	<b>Plan for next evening</b>	<b>Plan for another evening</b>
<b>2:30-3:00</b>			
<b>3:00- 3:30</b>			
<b>3:30-4:00</b>			
<b>4:00-4:30</b>			
<b>4:30-5:00</b>			
<b>5:00-5:30</b>			
<b>5:30-6:00</b>			
<b>6:00-6:30</b>			
<b>6:30-7:00</b>			
<b>7:00-7:30</b>			
<b>7:30-8:00</b>			
<b>8:00-8:30</b>			
<b>8:30-9:00</b>			
<b>9:00- 9:30</b>			
<b>9:30-10:00</b>			
<b>10:00-10:30</b>			
<b>10:30-11:00</b>			

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Students as self-assessment mechanism and by counselors and classroom teachers will use this rubric throughout the year.

## Planner Usage Rubric

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

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

**Name(s) of those assessing student usage of planner rubric:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Unit # 1 Title:** Great Expectations!

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

**Lesson:** 2 of 2

**Grade Level:** 7

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

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

**Grade Level Expectation (GLE):**

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

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

Academic Development

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

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

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

Index cards

Overhead on goal suggestions

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

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

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

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

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

Have students turn in goal cards after 2 weeks. Students should write on the back of their goal card how they met their goal or why they didn't meet their goal. Guidance counselor should review each student's goal card and write comments (focus on positives) and return cards to students.

**Lesson Preparation**

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

**Engagement (Hook):** The counselor should enter the classroom in a very disorganized manner. Prior to the lesson, the counselor will let the teacher know that you are demonstrating what it looks like to be disorganized. Papers flowing out of books, arrive late, don't have the correct supplies for the lesson.

**Procedures**

<b>Instructor Procedures:</b>  1. The counselor will ask the students what, organizational skills they noticed when the counselor entered the room.	<b>Student Involvement:</b>  1. Students will orally state the organizational skills they witnessed.
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<p>2. The counselor will ask students to point out what the counselor could have done differently, to appear organized when he/she came to class.</p> <p>3. The counselor will remind students that they have an organizational tool they can use each day. The counselor will instruct the students to open their planners, agenda or assignment notebook. Facilitate a discussion about differences between daily, weekly and monthly planning. The counselor will present suggestions for keeping track of each kind of assignment: daily, weekly or monthly.</p> <p>The counselor will have an overhead transparency prepared or will write on board the following questions.</p> <p>a) Do you use your planner? How often?              b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them?              c) For long-term assignments do you identify/list the steps to take to complete the assignments?</p> <p>4. (Optional) The counselor will instruct students to trade planners with a partner. With a partner answer the same questions about the partner's entries in their planner. Is what has been written and what has to be done clear, complete and coherent?</p> <p>5. The counselor will project the overhead transparency, "Goal Suggestions" for all students to read. Counselor will read the suggestions.</p> <p>The counselor will provide an index card for each student. Student will write an academic goal based on the self and peer critiques</p>	<p>2. Students will orally provide organizational skills that should or could have helped the counselor come to class more organized.</p> <p>3. Students will have planners out and will critique (review) their own according to the questions being asked.</p> <p>4. (Optional) Students will trade planners and critique (similar to peer editing) each other's planners. Students will discuss what they found out about each other's planners and give ideas to one another about what could be done differently. Students will ask partner clarifying questions if entries are unclear.</p> <p>5. Students will write their goals on the index card, and explain goals to their partners.</p>
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<p>(reviews). The goal will lead to improved use of planners as an aid to success. Remind students that goals need to be do able, measurable, and fit a specific time frame for completion.</p> <p>The counselor will ask students to think about how they can reach their goals (plan) and who can help (resources). Remind students who successfully their planners that “maintain” may be a goal. Students will then explain goals and action plan with their partner.</p> <p>6. The counselor will instruct students to tape their goal cards into their planners and remind them they need to review/reflect/revise goals periodically.</p> <p>7. The counselor will end the lesson by reviewing the questions students need to ask themselves about the entries in their planners.</p>	<p>6. Students will tape their goal cards into their planners and will track progress toward their goal.</p> <p>7. Student will reflect on questions the counselor poses and whether or not their use of individual planners is helping them attain academic goals effectively.</p>
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### Teacher Follow-Up Activities

<p>All teachers will be made aware that each student has set a goal to improve use of his or her planner as an aid to success as a student. (Some students may need only to maintain.)</p> <p>Suggestion:              School Counselor can check for use of planning strategies to accomplish goals before beginning guidance lessons each month.</p> <p>Periodically, the “Planner Usage” Rubric will be distributed to the students in order to assess the use of the student planner, agenda, or assignment notebook. Students will complete the rubric to assess how they are utilizing their planner, agenda or assignment notebook. The counselor will determine the date’s students will complete the rubric. The rubrics will be given out every two weeks or once a month and returned to the counselor. Rubrics will be completed by the student for his or her own planner and one other person e.g. teacher, parent, or fellow student.</p>
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### Counselor reflection notes (completed after the lesson)

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## Goal Suggestions

- Write assignments as soon in planner as they are given.

What is the specific assignment?

For example page numbers to read, title of worksheet to complete, which questions to answer.

When is it due?

What materials are needed?

- Ask questions if you don't understand the assignment.
- Write long-term assignments and test date reminders in your planner so that you can be preparing for tests and long-term assignments.
- Write extra-curricular activities in planner and include scheduled homework time.

Students as self-assessment mechanism and by counselors and classroom teachers will use this rubric throughout the year.

## Planner Usage Rubric

**Student's Name:** \_\_\_\_\_ **Weeks Of:** \_\_\_\_\_

(School Counselor decides

“Weeks Of”)

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

**Name(s) of those assessing student usage of planner rubric:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Unit # 1 Title:</b> Moving On...Transitioning to the High School	<b>Grade Level:</b> 8
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 50 minutes	
<b>Best time of year to implement this Unit:</b> second semester	
<b>Lesson Titles:</b> Lesson # 1: Give Yourself Some Credit Materials/Special Preparations Required District high school level course description book High school graduation requirements Extracurricular offerings Sample completed Personal Educational Plan of Study for all post secondary options Pencil/paper for each student  Lesson # 2: Options and Extras!!! Learn All About It!!! Materials/Special Preparations Required District high school level course description book – Distributed in Lesson 1 High school graduation requirements – Distributed in Lesson 1 Extracurricular offerings – Distributed in Lesson 1 Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options – Distributed in Lesson Core / Elective Activity Sheet Checklist / Short Answer Questionnaire Student questions from previous lesson	
<b>Missouri Comprehensive Guidance Standard:</b> AD.5 Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation(s):</b> AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school.	
<b>American School Counselor Association National Standard (ASCA):</b> 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,
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	outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

**Academic Content Area(s)**

**Specific Skill(s)**

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

**Unit Assessment (acceptable evidence):**

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

Checklist / Short answer questionnaire (Found in Lesson 2)

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

**Brief Summary of Unit:**

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

**Unit Goals:**

The student will identify the information and skills necessary for the transition to high school.

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

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

<b>Unit # 1 Title:</b> Moving On...Transitioning to High School	
<b>Lesson Title:</b> Give Yourself Some Credit	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 8	<b>Length of Lesson:</b> 50 minutes
<b>Missouri Comprehensive Guidance Standard:</b> AD.5 Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation (GLE):</b> AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

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

District high school level course description book High school graduation requirements Extracurricular offerings Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options Pencil/paper for each student
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**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.dorganize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 The final assessment (checklist) for this lesson will be completed at the end of lesson 2.

### Lesson Preparation

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

**Engagement (Hook):** (Counselor wears cap and gown that would be worn at their high school's graduation ceremony.) What do these items represent? Is this the end of transition in life? (Counselor could have a variety of props to demonstrate the ongoing transitions in life...a business suit or his/her Master's hood).

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. The counselor will ask the students to compare and contrast the similarities and differences between middle school and high school using a graphic organizer (such as a Venn Diagram, T graph, etc.) either individually or in small groups.</p> <p>2. The counselor will facilitate a discussion of the information presented by students from the graphic organizers.</p> <p>The counselor will distribute copies of the course description booklets, high school graduation requirements, extra curricular offerings, and sample completed Personal Educational Plan for all post secondary options. Discussion will include graduation requirements, credits, class choices (core/electives), extracurricular options, and requirements/guidelines specific to your district.</p> <p>3. The counselor will lead the class in a discussion specific to graduation requirements</p>	<p>1. Using current knowledge, students will complete the selected graphic organizer to compare middle school and high school.</p> <p>2. Students in active participate in counselor-facilitated discussion. All students are encouraged to respond with what they already know about high school from a variety of sources.</p> <p>3. Students will ask questions for clarification</p>

<p>and earning of credits.</p> <p>4. To close lesson, the counselor will ask students to discuss with a partner and identify one thing they learned and one thing they still have questions about. The counselor will direct students to record responses for submission. (The counselor will save the questions submitted to refer to in the next lesson. It will be helpful for the counselor to review the student's questions before the next lesson so resources can be located to answer specific questions.)</p> <p>5. Counselor will ask students to keep (in a safe place) the materials distributed (course description booklet, graduation requirements, etc) today. Students are encouraged to review the material on their own time. Students will use the material for lesson #2.</p>	<p>4. Each student will discuss with his/her partner what was learned today and one thing he or she still want to learn. Students will record responses on a index card or notebook paper and turn in to the counselor.</p> <p>5. Students will review material to generate questions for lesson #2.</p>
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## Teacher Follow-Up Activities

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

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

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

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

**Lesson:** 2 of 2

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

AD.5 Applying the Skills of Transitioning Between Educational Levels

**Grade Level Expectation (GLE):**

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

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

Academic Development

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

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

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

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed Personal Educational Plan. Plans for all post-secondary options

Core / Elective Activity Sheet

Checklist / Short Answer Questionnaire

Student questions from previous lesson

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

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
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Linking School Success to Life Success

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Self assessment using Checklist / Short answer questionnaire

### Lesson Preparation

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

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

### Procedures

Instructor Procedures:	Student Involvement:
<p>1. The counselor will review information from the previous lesson. Review peer sharing about what students learned and what they still wanted to know. The counselor will address questions (written on index cards) that arose in the previous lesson by answering specific questions or referencing the questions when new material is presented in this lesson.</p> <p>2. The counselor will have students take out the course description book and discuss the differences such as core and elective credits, fine arts and practical arts, core electives and regular electives.</p> <p>3. The counselor will introduce extracurricular activities and how they support academics. Relate credits, grade point average, and participation in extracurricular activities to "total success"...i.e. all</p>	<p>1. Students will ask questions that arose during peer discussion.</p> <p>2. Students will use the "Core/Elective" Activity Sheet to identify courses required of ALL students and elective courses related to a current career goal.</p> <p>3. Participation in discussion and ask questions as needed.</p>



# Core or Elective?

<i>Core Courses required of all students</i>		<i>Elective Courses related to current career goals</i>	
Academic Area	Title	Academic Area	Title



## Moving On...Transitioning to the High School Checklist

Answer the questions. Read the statements below and mark the appropriate rating.

1 = Yes

2 = No

3 = I need more information

Questions	Rating	Rating	Rating
1. I know how many credits are required for graduation from high school?	1	2	3
2. I know what a credit is.	1	2	3
3. I know the difference between a core class and an elective class.	1	2	3
4. I know what a grade point average is.	1	2	3

5. List 5 extracurricular activities that are offered at the high school.

\* the activities of interest.

_____	_____
_____	_____
_____	

6. Questions that I have about high school.

_____
_____
_____
_____
_____
_____
_____

**Unit # 1 Title:** Red Hot Resumes!!

**Grade Level:** 6

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 30 minutes

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

**Lesson Titles:**

Lesson # 1: Life Lingo!

Materials/Special Preparations Required:

“Help Wanted” Story

“Life Lingo Activity Sheet (vocabulary list, “Match the Lingo” Activity)

“Match the Lingo” Answer Sheet

Lesson # 2: Cool Things I’ve Done!

Materials/Special Preparations Required:

Sample “Resume” for transparency

One page denoting each resume category for each small group 8-8 ½ x 11 pages:

“Objectives” “Education” “Awards” “Organizations” “Work History”

“Volunteer/Community Service” “Other Skills” “References”. For large group 8 poster sized pages with same categories written at top.

Colored sticky notes.

Lesson # 3: Cool Stuff I Can Do!

Materials/Special Preparations Required:

Sample “Resume” for transparency

Resume’ category sheets with attached sticky notes from lesson 2

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans.

**Grade Level Expectation(s):**

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

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

Academic Development

B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

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

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 2. review and revise communications to improve accuracy and clarity 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects or oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Assessment (acceptable evidence):**

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

Students will share a written reflection narrative (paragraph) of "Kool Things I Can Do" generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

**Brief Summary of Unit:**

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

**Unit Goals:**

Students will be able to recognize skills they possess and activities in which they have (or can become) engaged to prepare for meeting goals for future.

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

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

<b>Unit # 1 Title:</b> Red Hot Resume!	
<b>Lesson Title:</b> Life Lingo!	<b>Lesson 1 of 3</b>
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6 Developing and Monitoring Personal Educational Plans	
<b>Grade Level Expectation (GLE):</b> AD.6.A.06.a.i: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	

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

“Help Wanted” Story Life Lingo Vocabulary list Matching Activity Page
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and Writing Standard English 3. Reading and evaluating nonfiction works and material
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

Lesson will be assessed by completion of a vocabulary matching activity sheet.

**Lesson Preparation**

**Essential Questions:**

What specialized vocabulary words help people understand a career?

**Engagement (Hook):**

Read the "HELP WANTED" Story to students.

**Procedures**

**Instructor Procedures:**

1. Read introductory "Help Wanted" story aloud and have students paraphrase what was read.
2. Introduce vocabulary list. Ask students to (\*) terms they know and "?" terms they don't know. Work in pairs to define each others "?" terms and make a list of terms neither know. Give definitions and encourage students to offer examples of how each word could be used in a sentence.
3. Assess vocabulary comprehension via the Vocabulary Matching Activity Sheet.
4. Read HELP WANTED story again and ask students to put the story in their own words.

**Student Involvement:**

1. Student paraphrase story and vocabulary meanings.
2. Students will work in pairs to aid comprehension of vocabulary.
3. Students complete Activity Sheet in class.
4. Students paraphrase story-demonstrating understanding of vocabulary words.

**Teacher Follow-Up Activities**

The teacher will review the vocabulary used during the lesson.

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

## HELP WANTED!!!

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

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

Her work history made her a perfect applicant for an assistant to the local veterinarian. She would love cleaning cages and helping to care for the animals. She was sure her grandfather would give her a good recommendation, too!

After developing a resume, selecting a few references and listing her work history, Sally was ready for an interview. "If I meet my objective and get the job, I'm sure I will still have time for classes and extra-curricular activities," she said as she dialed the number from the classified ads.



## Life Lingo!

career	training/education
resume	award
volunteer or community service work	reference
communication skills	objective
extra-curricular activities	organizations
work history	special skills
academic strengths	family experiences
interview	recommendation
applicant	

## Match the Lingo!

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

- \_\_\_\_\_ a long term job or chosen work
- \_\_\_\_\_ group formed with a common goal
- \_\_\_\_\_ honor given for doing something well
- \_\_\_\_\_ a person who can give an opinion of your work or character
- \_\_\_\_\_ activities in which you participate with your family. (Examples: family nights, vacations, babysitting).
- \_\_\_\_\_ knowledge or ability to do things others may not be able to do
- \_\_\_\_\_ a statement of approval; to speak well of
- \_\_\_\_\_ work which is done for free; either individually or as a part of a group
- \_\_\_\_\_ writing, speaking and listening skills
- \_\_\_\_\_ instruction to learn skills or knowledge
- \_\_\_\_\_ a document that includes a person's work and life experiences
- \_\_\_\_\_ extra before or after school activities
- \_\_\_\_\_ a meeting to gather information
- \_\_\_\_\_ a person seeking a job or position
- \_\_\_\_\_ a goal; explaining what job you are seeking and why
- \_\_\_\_\_ reading, writing, arithmetic; basic subjects learned in school

# Answer Sheet

## Match the Lingo!

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

- \_\_\_\_\_ a long term job or chosen work
- \_\_\_\_\_ group formed with a common goal
- \_\_\_\_\_ honor given for doing something well
- \_\_\_\_\_ a person who can give an opinion of your work or character
- \_\_\_\_\_ activities in which you participate with your family.  
(Examples: family nights, vacations, babysitting).
- \_\_\_\_\_ knowledge or ability to do things others may not be able to do
- \_\_\_\_\_ a statement of approval; to speak well of
- \_\_\_\_\_ work which is done for free; either individually or as a part of a group
- \_\_\_\_\_ writing, speaking and listening skills
- \_\_\_\_\_ instruction to learn skills or knowledge
- \_\_\_\_\_ a document that includes a person's work and life experiences
- \_\_\_\_\_ extra before or after school activities
- \_\_\_\_\_ a meeting to gather information
- \_\_\_\_\_ a person seeking a job or position
- \_\_\_\_\_ a goal; explaining what job you are seeking and why
- \_\_\_\_\_ reading, writing, arithmetic; basic subjects learned in school

<b>Unit # 1 Title:</b> Red Hot Resumes!!	
<b>Lesson Title:</b> Cool Stuff I've Done!	<b>Lesson 2 of 3</b>
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.06.a.i: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

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

Poster sized Resume (laminated) Sample resume transparency. Sticky notes – one color for each group. Pages for each resume category: for each small group 8-8 ½ x 11 pages: “Objectives” “Education” “Awards” “Organizations” “Work History” “Volunteer/Community Service” “Other Skills” “References”. For large group 8 poster sized pages with same categories written at top.
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Assessment for this lesson will be through observation of student contributions to discussions. The counselor will monitor the ease and fluency with which individuals contribute ideas and interact with others during the lesson.

### Lesson Preparation

#### Essential Questions:

What types of life experiences have you had?  
 How can they be classified on a resume?

#### Engagement (Hook):

Hang laminated poster-sized resume on the wall of the classroom. Point out the vocabulary words students learned during lesson number 1.

### Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Show the students the large resume poster on the classroom wall. Have students call out vocabulary words on the poster that they recognize from lesson 1. Highlight words on resume poster.</li> <li>2. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group "sticky notes" of the same color (e.g. group 1 = red, group 2 = blue).</li> <li>3. Say, "On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates."</li> </ol> <p>You may need to give an example or two to</p>	<ol style="list-style-type: none"> <li>1. Students will call out words they recognize from the vocabulary word list in lesson 1 and define them.</li> <li>2. Students will take a pencil to the group with them.</li> <li>3. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.</li> </ol>

<p>stimulate discussion, but do not give more than one or two samples. (Examples: raking leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).</p> <p>4. After 5 minutes, stop the individual writing and begin small group discussion.</p> <p>5. Have one group at a time place their sticky notes on the most appropriate category page. (Example: raking leaves placed on “Volunteer/Community Service”; Student Council Rep on “Organizations” or “Extra Curricular Activities”).</p> <p>6. Discuss placement of activities in respective categories.</p>	<p>4. Students will explain their experience and place the sticky note on a “category page”.</p> <p>5. Students will place “sticky notes” in appropriate category.</p> <p>6. Students will review the placement of sticky notes they created and add new ones (make changes as needed).</p>
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### **Teacher Follow-Up Activities**

The teacher will review the information shared during the lesson.

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

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## Resume Template

Objective: I am seeking a position that will allow me to use my problem-solving and computer skills.

Education:

Awards:

Organizations:

Work History:

Volunteer/Community Service:

Other Skills:

References:

# Objective Sheet

# Education Sheet



# Awards Sheet

# Organizations Sheet

# Work History Sheet

# Volunteer/Community Service Sheet

# Other Skills Sheet

# References Sheet

<b>Unit # 1</b>	<b>Title:</b> Red Hot Resume!!!
<b>Lesson Title:</b> Cool Stuff I Can Do!	<b>Lesson 3 of 3</b>
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 2 30-minutes sessions	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.06.a.i: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	

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

Sample resume transparency Resume category sheets
--

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

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

	4. recognize and practice honesty and integrity in academic work and in the workplace
	5. develop, monitor and revise plans of action to meet deadline and accomplish goals
	6. explore, prepare for and seek educational and job opportunities

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English 4. writing formally and informally 5. comprehending and evaluating the content and artistic aspects or oral and visual presentations
Mathematics	
X Social Studies	SS6-relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

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

Students will share a written reflection narrative (paragraph) of "Cool Stuff I Can Do" generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

**Lesson Preparation**

**Essential Questions:**

How does one demonstrate character and/or work traits?

**Engagement (Hook):**

Students will describe the life story a resume tells and how activities we've participated in (volunteer, work history, community service, extra-curricular activities, etc.), contribute to story.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Review the purpose of a resume and what it tells about us.	1. Students will respond to basic review questions based on what they have discussed in the preceding two lessons.
2. Say, "Today's assignment is for each of	2. Students will write a personal reflection

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<p>you to write a paragraph about activities in which you have or will participate to demonstrate your personal character and/or work traits.”</p> <p>3. Walk around class to check everyone’s progress and assist students who are having difficulties</p> <p>4. Ask volunteers to read their narrative. Post all work samples around the resume poster.</p>	<p>narrative (paragraph) of activities that demonstrate their personal character and/or work traits.</p> <p>3. Students continue to work on personal reflection narrative activities.</p> <p>4. Students will volunteer to share their narratives.</p>
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## Teacher Follow-Up Activities

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

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

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<b>Unit # 1 Title:</b> My Path to Success	<b>Grade Level:</b> 7
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this Unit:</b> Late Spring Semester	
<b>Lesson Titles:</b>	
Lesson 1: Graphing My Path to Success	
Materials/Special Preparations Required:	
Student Transcript of Grades obtained from files	
Graph Paper	
Colored Pencils	
Lesson 2: Analyzing My Path to Success	
Materials/Special Preparations Required:	
Graphs from Lesson 1	
<b>Missouri Comprehensive Guidance Standard:</b>	
AD.6: Developing and Monitoring Personal Educational Plans.	
<b>Grade Level Expectation(s):</b>	
AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning..	
<b>American School Counselor Association National Standard (ASCA):</b>	
Academic Development	
B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	

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

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

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English
X Mathematics	3. data analysis, probability and statistics
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Unit Assessment (acceptable evidence):**

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

Assessment for the unit will be completed through review of final student works, i.e. graphs, resumes and personal goal plans.

**Brief Summary of Unit:**

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

**Unit Goals:**

Students will analyze their knowledge of self and use this information to create resumes and personal goal plans.

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

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

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

<b>Unit # 1 Title:</b> My Path to Success	
<b>Lesson Title:</b> Graphing My Path to Success	<b>Lesson 1</b> of 2
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans	
<b>Grade Level Expectation (GLE):</b> AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	

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

Student Transcript of Grades Graph Paper Colored Pencils
--

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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 8. explore, prepare for and seek educational and job opportunities

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

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

### Lesson Assessment (acceptable evidence):

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

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

### Lesson Preparation

#### Essential Questions:

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

#### Engagement (Hook):

The counselor will ask the students if they have ever seen commercials of businesses looking at graphs to analyze data. Ask students to provide examples.

Counselor asks the students why businesses analyze information such as this.

(Counselor may want to provide examples of graphs.)



<b>Unit # 1 Title:</b> My Path to Success	
<b>Lesson Title:</b> Analyzing My Path to Success	<b>Lesson 2</b> of 2
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans	
<b>Grade Level Expectation (GLE):</b> AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	

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

Graphs from previous lesson
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

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

**Lesson Preparation**

**Essential Questions:**

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

**Engagement (Hook):**

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

**Procedures**

**Counselor/Instructor Procedures:**

1. The counselor returns the graphs from the previous lesson to the students and asks students to complete the graph or review graphs for trends.
2. The counselor instructs the students to look at their personal graphs and look for strengths, weaknesses, and trends with those strengths and weaknesses. The counselor asks the students to write a journal entry summarizing the strengths, weaknesses, and trends.
3. Following summarization, students will write a "So What" paragraph..." I know more about my strengths, weaknesses and trends. So what? What do I need to do to attain my goals?
4. The counselor collects and secures grades and files the completed graphs and journal entries in the students' career folder.

**Student Involvement:**

1. If graphs are incomplete, students complete graphs. If graphs are complete, students review graphs for trends.
2. Students self-assess strengths and weaknesses shown on their graphs and write a journal entry describing the data discovered through the graphing assignment.
3. Student will continue above entry with "So What" paragraph.
4. Students turn in their personal grades, completed graphs, and journal entries.



**Teacher Follow-Up Activities**

The teacher may review student journals and graphs.

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

**Unit # 1 Title:** Planning for Life

**Grade Level:** 8

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 30 minutes

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

**Lesson Titles:**

Lesson 1: Finding My Pathway

Materials/Special Preparations Required:

- Student Career Folder
- Career Pathways Sheet
- High School Vocabulary List
- High School Students/Mentors to perform “Pitfalls” Skit
- Pencil and Paper

Lesson 2: Mapping My Pathway

Materials/Special Preparations Required:

- Student Career Folder with Graphs (Grade 7) and KUDER or other Interest Inventories Results
- High School Vocabulary List
- Career Pathway Sheet
- My Chosen Career Pathway Plan of Action Template and Sample
- Pencil and Paper

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

Materials/Special Preparations Required:

- District Graduation Requirements
- District A+ Planner
- District 4-Year Plan Template
- District Course Descriptions
- High School Vocabulary List
- HS Students/Mentors,
- Completed Student Career Folders
- Pencil and Paper

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans.

**Grade Level Expectation(s):**

AD.6.A.08.a.i: Recognize the importance of an educational plan

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

Academic Development

B: Students will complete school with the academic preparation essential to choose from a

wide range of substantial post-secondary options, including college.

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

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

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Assessment (acceptable evidence):**

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

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

Student comprehension will be assessed through the high school counselor's review of completed four to six year plans and journal entries.

### Brief Summary of Unit:

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

### Unit Goals:

Students will develop a four to six year plan for high school and beyond.

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

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

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

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

<b>Unit # 1 Title:</b> Planning for Life
<b>Lesson Title:</b> Finding My Pathway <span style="float: right;"><b>Lesson:</b> 1 of 3</span>
<b>Grade Level:</b> 8
<b>Length of Lesson:</b> 30 minutes
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans
<b>Grade Level Expectation (GLE):</b> AD.6.A.08.a.i: Design a four- to six-year educational plan.
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

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

High School Vocabulary List Career Pathways Sheet High school students/mentors to perform “Pitfalls” Skit Student Career Folder Pencil and Paper
--

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

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

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. speaking and writing standard English
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

Student performance will be assessed by evaluating students' oral responses and through analysis of their questions and comments regarding career pathways.

**Lesson Preparation**

**Essential Questions:**

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

**Engagement (Hook):**

High school students perform skit "Pitfalls" (attached)

## Procedures

Counselor/Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. High school students, serving as mentors, will perform a skit entitled “Pitfalls”</li> <li>2. Counselor distributes and reviews the career pathways sheet and post-secondary choices such as school to work, military, vocational and 2-year programs and four-year colleges.</li> <li>3. Counselor provides assistance and answers questions that students may have about choosing a career pathway.</li> <li>4. Counselor instructs students to write a journal entry personalizing the career pathway activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students watch presentation and then think of other pitfalls they might experience due to poor choices in middle school.</li> <li>2. Students ask any questions about the possibilities suggested and orally demonstrate an understanding of the vocabulary words.</li> <li>3. Students use the knowledge they have acquired to choose a career pathway that aligns with their current interests.</li> <li>4. Students write a journal entry personalizing the career pathway activity.</li> </ol>

## Teacher Follow-Up Activities

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

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

# **HS Vocabulary**

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career path

Practical art

Fine art

GPA

Vocational/technical classes

Four to six year plan



## Pitfalls!

Student 1: What's the matter with you?

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

Student 1: Geez, what happened?

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

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

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

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

Student 2: Really!?

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

Student 1: What's the matter with you?

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

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

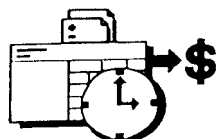
Student 2: I'm telling all my younger cousins and my little sister that planning is essential....and that what you do in middle school really *can* effect high school...even college!!

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

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

## *Career Paths*

### *Working Together in Our Community*



#### ***Business, Management, & Technology***

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



#### ***Arts & Communications***

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



#### ***Natural Resources/Agriculture***

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



#### ***Industrial & Engineering Technology***

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



#### ***Human Services***

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



#### ***Health Services***

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

<b>Unit # 1 Title:</b> Planning for Life	
<b>Lesson Title:</b> Mapping My Pathway	<b>Lesson:</b> 2 of 3
<b>Grade Level:</b> 8	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans	
<b>Grade Level Expectation (GLE):</b> AD.6.A.08.a.i: Design a four- to six-year educational plan.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	

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

Career Pathway Sheet
Student Career Folder with Graphs (Grade 7) and Kuder or other Interest Inventory Results
My Chosen Pathway Plan of Action (Template)
My Chosen Pathway Plan of Action (Sample)
High School Vocabulary List
Paper and Pencil

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

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

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

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

Evaluation of the completed My Chosen Career Pathway Plan of Action will be used to assess student performance.

**Lesson Preparation**

**Essential Questions:**

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

**Engagement (Hook):**

Visit from High School Counselor. A “get acquainted time” (5-10 min.)

**Procedures**

<b>Counselor/Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Middle school counselor will introduce high school counselor(s).	1. Students become acquainted with and have an opportunity to ask questions of the HS counselor.
2. Counselor facilitates after conversation with high school counselor students review of career portfolios/folders, including interest inventories, review of self-evaluations, graphs, etc.	2. Students review their career portfolios and assess what information will assist them in developing their Personal Educational Plan.
3. Counselor assists students in completing the “My Chosen Career Pathway Plan of Action”.	3. Students use the information from their career portfolios to complete the My Chosen Career Pathway Plan of Action.

4. Counselor instructs students to write a journal entry for their career folder about the Career Pathway Plan of Action and how they will use it.

4. Students will write a journal entry for their career folder on the Career Pathway Plan of Action.

**Teacher Follow-Up Activities**

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

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

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## CHOOSING MY PATH

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My Chosen Career Pathway...

Health Services

The Career I think I would like....

Registered Nurse (B.S.N.)

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

SCHOOL-TO WORK

2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

University of MO-Columbia

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

1. Biology
2. Chemistry
3. Health Occupations
4. Algebra
5. Geometry
6. Algebra II
7. Calculus
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## CHOOSING MY PATH

---

My Chosen Career Pathway...

---

The Career I think I would like....

---

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

SCHOOL-TO WORK

2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

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Career Goal

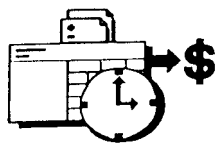
Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

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



## *Career Paths*

### *Working Together in Our Community*



#### ***Business, Management, & Technology***

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



#### ***Arts & Communications***

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



#### ***Natural Resources/Agriculture***

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



#### ***Industrial & Engineering Technology***

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



#### ***Human Services***

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



#### ***Health Services***

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

# **HS Vocabulary**

**Credits/hours**

**Graduation requirements**

**A+ Program**

**Prerequisite**

**Core elective**

**Core requirement**

**Elective**

**College prep class**

**Career path**

**Practical art**

**Fine art**

**GPA**

**Vocational/technical classes**

**Four to six year plan**

**Unit # 1 Title:** Planning for Life

**Lesson Title:** My Four to Six Year Plan (My Personal Plan of Study)      **Lesson:** 3 of 3

**Grade Level:** 8

**Length of Lesson:** 30 min.

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation (GLE):**

AD.6.A.08.a.i: Design a four to six year educational plan.

**American School Counselor Association National Standard (ASCA):**

Academic Development

B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

**Materials (include activity sheets and/ or supporting resources)**

High School Mentors  
Student's Completed Career Folder  
District 4-Year Plan (Personal Plan of Study)  
District Graduation Requirements  
District Course Descriptions  
District A+ Planner  
Career Pathway Sheet  
Teacher Recommendations  
High School Vocabulary List

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**

Evaluation by the high school counselor and parent review of the completed 4 to 6 year plan will assess student comprehension.

**Lesson Preparation**

**Essential Questions:**

What plans do I need to make to reach my career goals?

What classes will I need to take in high school to follow my chosen career pathway?

**Engagement (Hook):**

High school mentors start off the class by sharing their experiences with developing their 4 to 6 year plans. (5-10 min)

**Procedures**

**Counselor/Instructor Procedures:**

1. Counselor will introduce high school mentors. Mentors will spend approximately 5-10 minutes sharing their experiences about developing and revising their 4 to 6 year plan as well as the concerns, worries and joys they experienced during this stage of their education.
2. Counselor facilitates students review of their career portfolios/folders, including interest inventories, self-evaluations, graphs, and teacher recommendations (for math, special education classes, at-risk

**Student Involvement:**

1. Students become acquainted with mentors and have an opportunity to see high school through their eyes.
2. Students review their career portfolios and use the information to assist them in developing their 4 to 6 year plans. They work one-on-one with student mentors who will assist them.

classes, etc.)	
3. Counselor goes over the 4 to 6 year plan step by step while student mentors assist. The counselor remains available to answer any questions with which the mentors need assistance.	3. Students work toward completion of their plan.
4. Counselor instructs students to write a journal entry for their career folder re: "My hopes for my future."	4. Students write a journal entry for their career folder re: "My hopes for my future."

### **Teacher Follow-Up Activities**

All student work should be filed in student's career folder for future use.  
The counselor may choose to invite the high school mentors back another day if students are unable to finish in the time allowed. This will allow for follow-up questions.

The high school counselor(s) will review the 4 to 6 year plans and middle school and high school counselors may work together to set up a parent night to share the student's completed plans and address transition into the high school.

### **Counselor reflection notes (completed after the lesson)**

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# **HS Vocabulary**

**Credits/hours**

**Graduation requirements**

**A+ Program**

**Prerequisite**

**Core elective**

**Core requirement**

**Elective**

**College prep class**

**Career path**

**Practical art**

**Fine art**

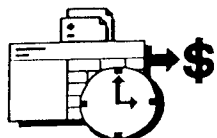
**GPA**

**Vocational classes**

**Four year Plan**

## *Career Paths*

### *Working Together in Our Community*



#### ***Business, Management, & Technology***

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



#### ***Arts & Communications***

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



#### ***Natural Resources/Agriculture***

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



#### ***Industrial & Engineering Technology***

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



#### ***Human Services***

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



#### ***Health Services***

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

**Unit # 1 Title:** Who Am I as a Career?

**Grade Level:** 6

**Number of Lessons in Unit:** 2

**Time Required:** 2 sessions of 30 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

Lesson 1: Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: "Ideas for Personal Plan of Study/Career Portfolio"

"Career Path Descriptions"

"Career Path Posters" (set of six)

"Occupation Card Sort Answers"

Activity Sheets: "Career Path Group Project Form"

"Occupation Cards"

Tootsie Rolls™ (or similar product)

"Worker Interview" Activity Sheets

Lesson 2: Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: "Career Path Descriptions"

Career Path Posters (Set of 6),

Activity Sheets: "Worker Interview"

Career Path Student Surveys

Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectation:**

CD.7.A.06.a.i: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06.a.i: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06.a.i: Identify males and females in nontraditional work roles.

CD.8.A.06.a.i: Evaluate career and educational information resources.

CD.8.B.06.a.i: Compare the different types of post-secondary training and education as it relates to career choices.



**American School Counselor Association National Standard (ASCA):**

**Career Development**

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit (Summative) Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

Question and answer, performance activity, consensus, interview form, career path survey, the Personal Career Portfolio is introduced as a means for on-going self-assessment.

**Brief Summary of Unit:**

A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the Career Path concept as a means of organizing the World of Work. Students will work in task groups to determine Career Paths in which various occupations may be categorized. The concept of traditional v. non-traditional work roles for males and females is explored via a student-led interview in the second lesson.

**Unit Goals:**

Students will be familiar with the Career Paths concept.

Students will use interviews to become familiar with the training and education associated with various careers.

Students will explore stereotypes regarding gender roles in the world of work.

**Unit # 1 Title:** Who Am I as a Career?

**Lesson Title:** Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 1)

**Lesson:** 1 of 2

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectation:**

CD.7.A.06.a.i: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06.a.i: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

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CD.8.A.06.a.i: Evaluate career and educational information resources.

CD.8.B.06.a.i: Compare the different types of post-secondary training and education as it relates to career choices.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

***Please note:** This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers in getting a product produced and into our “hands”. The Unit/Lessons were developed before the new Guidelines for Healthy Snacks were issued. We retained the use of the Tootsie Roll™ as an example with the caveat to review the Healthy Snack Guidelines and your district’s implementation policy. As for any lesson involving food, allergies, sensitivities and health implications must be considered. Doing so puts into action our own respect for diversity and for our roles as agents of school board policies and Missouri’s Rules and Regulations.*

**Resources:** Career Path Descriptions Sheet  
Career Path Posters (Set of 6)  
additional Career Path Posters are available through DESE  
Occupation Card Sort Answers

Activity Sheets: Career Path Group Project Form Occupation Cards Worker Interview Form Tootsie Rolls TM (or similar products),
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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 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.
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X Communication Arts	Reading and verbal skills; interview and writing skills
X Mathematics	Data analysis
X Social Studies	Recognition of roles of careers in society
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

**Lesson Assessment (acceptable evidence):**

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Question and answer, performance activity, consensus, authentic assessment (inclusion in personal career portfolio), interview form
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## Lesson Preparation

**Essential Questions:** How do the Career Paths relate to who YOU are?

**Engagement (Hook):** Students will be asked to think of something that they have to do, but don't like. Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.

Next, students are asked to imagine something that they enjoy doing. Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years. Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

## Procedures for Session 1

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Review Career Paths and the attributes of the individuals who work in them, utilizing Career Path description handout. Display Career Paths posters on the board or wall.</li> <li>2. Divide students into task groups. Each group will be given the following materials: Activity Sheet: Career Path Group Project Forms, at least six Occupation Cards per group (see Resource: Occupation Cards), pencil, and sticky tack/tape.  Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc.  Students are given a 5-minute time limit to perform the task.</li> <li>3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will respond to a question-answer session, such as, "Which path is the fixing and building path?"</li> <li>2. Given occupation cards, students will confer in their task groups and determine which Career Path an occupation matches. Each student within the group will be assigned a cooperative group role: For example, a <b>recorder</b> who writes group answers on the project form; a <b>materials person</b> who is responsible for bringing materials to and from the group; a <b>sticky tack or tape person</b> who is responsible for this item; and a <b>"poster"</b> to post occupation cards on the board/wall.  Once the group has made a decision about where each of those jobs fits, the "poster" from the group will post the occupation cards under the appropriate path poster (on the chalkboard or wall of the classroom).</li> <li>3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.</li> </ol>

<p>be justifiably placed in more than one career path. When there is noticeable disagreement among class members, this can be addressed accordingly.)</p> <p>4. (Read note in “materials” section) Tootsie Roll™ review of Career Paths. The counselor holds up a bag of Tootsie Rolls™ with the back of the package facing the students and asks, “What do you think is in this package?” “How do you know what is inside without seeing the name of the candy?” “Someone had to design the package so that when you see it, you would know what was inside. Which Career Path would this be?” (Arts &amp; Communication)</p> <p>5. The counselor will then read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. “Which Career Path is responsible for these?” (Natural Resources)</p> <p>6. The counselor continues. “Let’s pretend you are a farmer, and you want to transport your soybeans from your field to the place where they make partially hydrogenated soybean oil. Which Career Path would that be?” (Human Services)</p> <p>7. “Now, imagine that you are working in the Tootsie Roll factory. Suddenly, the Tootsie Roll machine breaks down. Which Career Path are you going to call for help?” (Industrial &amp; Engineering Technology)</p> <p>8. “When is the best time to ship extra Tootsie Rolls to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to send out extra candy. Which Career Path is this?” (Business, Management, and Technology)</p> <p>9. “Your mom has bought a bag of Tootsie Rolls. You ask her if you can have one</p>	<p>4. Students will respond to questions as a check for understanding.</p> <p>5. Students will respond to questions as a check for understanding.</p> <p>6. Students will respond to questions as a check for understanding.</p> <p>7. Students will respond to questions as a check for understanding.</p> <p>8. Students will respond to questions as a check for understanding.</p> <p>9. Students will respond to questions as a check for understanding.</p>
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<p>serving. One serving is... (Read from the nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)</p> <p>10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to consumers, what was in your mind? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?</p> <p>11. Distribute the Activity Sheet: Worker Interview (two to each student—one for practice interview; another for actual interview). Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they'll practice by interviewing a peer-partner.</p> <p>Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills—skills they can learn.</p> <p>12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the "interviewee" each person will assume the role of a worker and respond to the questions as if he or she were working in that work role (encourage outrageous roles).</p> <p>Give students time to review the "Worker Interview" Activity Sheet from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a "quick-check" of the</p>	<p>10. In small groups, pairs or as a large group, students will respond with "personalized" information about their own thought processes during the conversation.</p> <p>11. Students will contribute to list of interviewing skills.</p> <p>12. Students will: select the worker role they will assume, review "Worker Interview" questions, participate in practice interviews.</p>
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<p>process. Have partners switch roles and follow the same procedures.</p> <p>13. Following students' practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult (e.g., some may be uneasy asking about salary). Respond to questions. Assign the due date for completion of the interview.</p> <p>14. Help students identify the individuals to be interviewed. Writing down the names of the "interviewees" will strengthen students' commitment to completing the project.</p> <p><i>Note: The most "readily available" worker is a parent or caregiver—students may also interview someone from the community. Whomever students choose to interview may be employed in the civilian workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her job. The same questions apply (with minor modifications) to any job and the students will gain a wealth of information about work, working and workers by interviewing people who are not in the civilian workforce. This will help students develop greater understanding and respect for all human beings. Alternatively, students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the civilian workforce.</i></p>	<p>13. Students will reflect on process and ask clarifying questions about the procedures and/or process.</p> <p>14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.</p>
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#### Teacher Follow-Up Activities

<p>Ask the classroom teacher to collect student interviews in preparation for the next guidance session. Some communication arts teachers may be interested in working with the counselor in a team-teaching capacity by having students write an essay about their interview, using the interview form as a prewriting tool.</p>
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#### Counselor reflection notes (completed after the lesson)

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\*One copy for each student

## Resource: Career Path Descriptions

Career Paths are groupings of occupations by the tasks/roles of workers. People working in a specific career path typically share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation.

### **Arts and Communication**

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

### **Business, Management, and Technology**

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

### **Health Services**

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

### **Human Services**

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

### **Industrial and Engineering Technology**

Occupations in this path are related to technologies necessary to design develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

### **Natural Resources/Agriculture**

Occupations in this path are related to agriculture, the environment, and natural resources. These include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

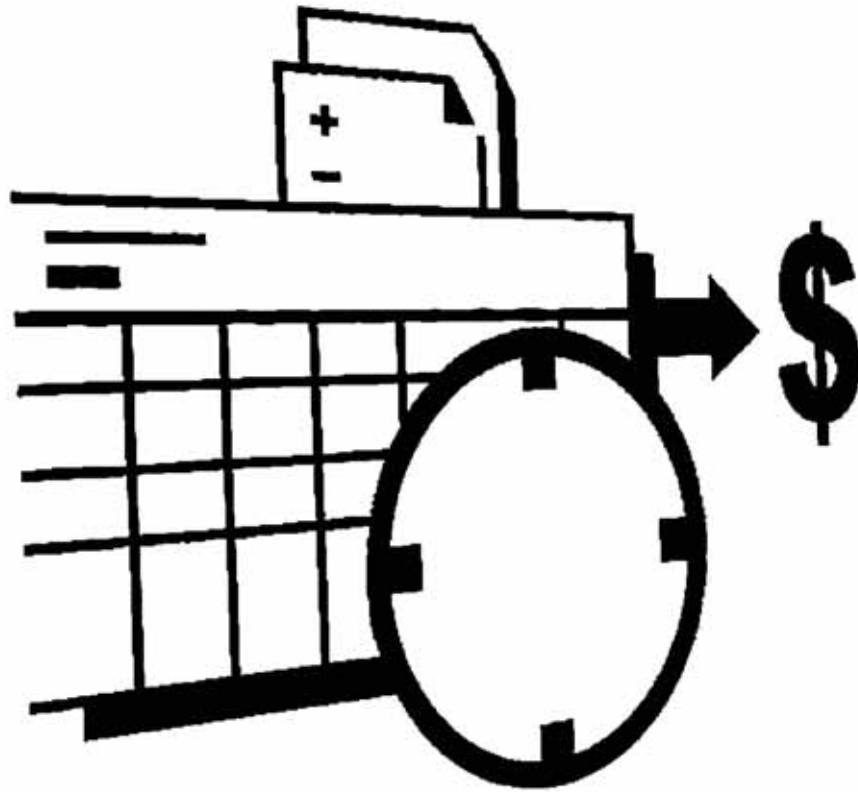
\*One copy to be posted on the board or wall

## ARTS & COMMUNICATION



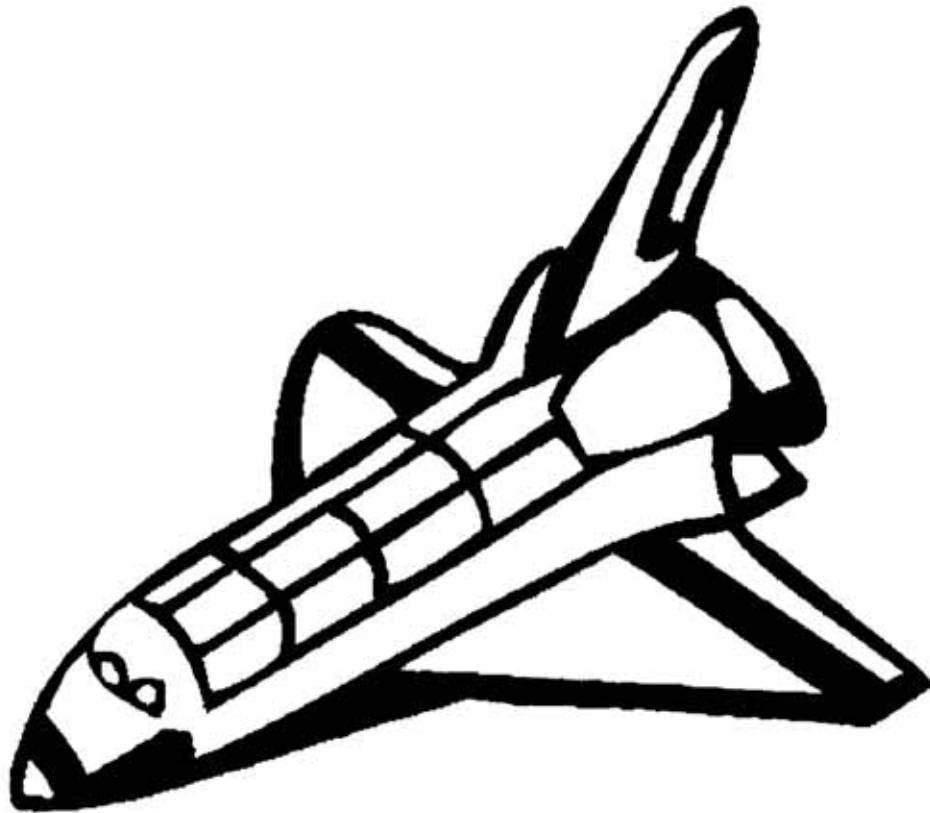
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# BUSINESS, MANAGEMENT, & TECHNOLOGY



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# INDUSTRIAL & ENGINEERING TECHNOLOGY



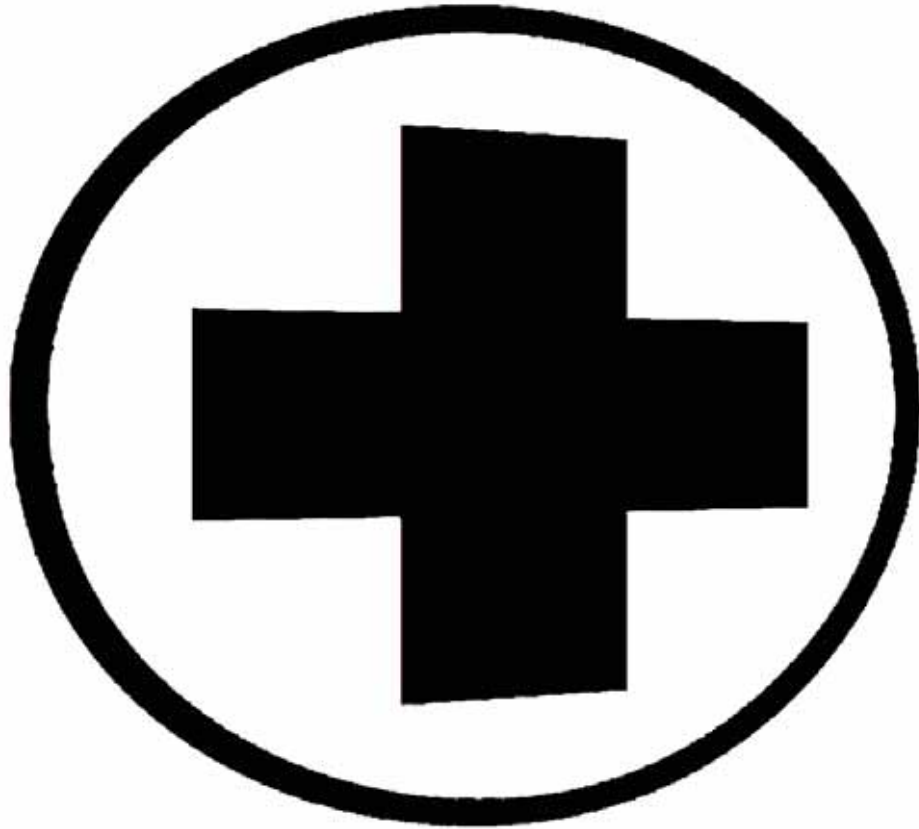
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# HUMAN SERVICES



\*One copy to be posted on the board or wall

## HEALTH SERVICES



\*One copy to be posted on the board or wall

# NATURAL RESOURCES





## Activity Sheet: Career Path Group Project Form

\*One copy for each task group

<b>ARTS &amp; COMMUNICATION</b>	<b>BUSINESS, MANAGEMENT, &amp; TECHNOLOGY</b>
<b>INDUSTRIAL &amp; ENGINEERING TECHNOLOGY</b>	<b>HEALTH SERVICES</b>
<b>HUMAN SERVICES</b>	<b>NATURAL RESOURCES</b>

\*Cut along lines. Give six cards to each task group, making sure that they have an assortment of career paths represented in their bundles.

### Resource: Occupation Cards

<b>Hotel/Motel Clerk</b>	<b>Computer Programmer</b>
<b>Legal Secretary</b>	<b>Loan Officer</b>
<b>Travel Agent</b>	<b>Retail Sales Person</b>
<b>Chiropractor</b>	<b>Dentist</b>
<b>Dental Assistant</b>	<b>Physical Therapy Assistant</b>
<b>Speech Pathologist</b>	<b>Nurse Aide/Orderly</b>

<b>Lawyer</b>	<b>Pastor/Priest/Rabbi</b>
<b>Firefighter</b>	<b>Teacher</b>
<b>Barber</b>	<b>Recreation Worker</b>
<b>Computer Repair Technician</b>	<b>Architect</b>
<b>Printing Press Operator</b>	<b>Locksmith</b>
<b>Floral Designer/Florist</b>	<b>Photographer</b>
<b>Welder</b>	<b>Painter/Paperhanger</b>

<b>Pest Control Worker</b>	<b>Zoologist</b>
<b>Fish Hatchery Worker</b>	<b>Meteorologist</b>
<b>Forester/Conservation Scientist</b>	<b>Farmer</b>
<b>Actor</b>	<b>Professional Athlete</b>
<b>Composer</b>	<b>Reporter</b>

## Resource: Occupation Card Sort Answers

### Business, Management, and Technology

Hotel/Motel Clerk  
Legal Secretary  
Loan Officer  
Computer Programmer  
Assistant  
Travel Agent  
Retail Sales Person

### Arts and Communication

Photographer  
Actor  
Composer  
Reporter  
  
Floral Designer/Florist  
Professional Athlete

### Health Services

Chiropractor  
Dentist  
Dental Assistant  
Physical Therapy  
  
Speech Pathologist  
Nurse Aide/Orderly

### Industrial and Engineering Technology

Computer Repair Technician  
Printing Press Operator  
Locksmith  
Welder  
Painter/Paperhanger  
Architect  
Scientist

### Human Services

#### Resources/Agriculture

Lawyer  
Firefighter  
Teacher  
Barber  
Pastor/Priest/Rabbi  
Recreation Worker

### Natural

Fish Hatchery Worker  
Meteorologist  
Zoologist  
Pest Control Worker  
Farmer  
Forester/Conservation

### **Activity Sheet: Worker Interview**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Whom did you interview? \_\_\_\_\_

Career: \_\_\_\_\_

Career Path: \_\_\_\_\_

#### **Questions to Ask the Person You Interview:**

What is the most important “thing” you want to tell me about your career?

What led you to this career?

Average salary/wage range: Entry: \_\_\_\_\_ Mid-point in career \_\_\_\_\_ Upper \_\_\_\_\_

How many hours do you work each day? \_\_\_\_\_

How many days do you work each week? \_\_\_\_\_

Describe your work and working conditions (including your likes/dislikes):

What special skills or talents are needed for this job?

What high school courses helped you prepare for this job?

What education or training beyond high school prepared you for this job?

What do you want to be doing ten (10) years from now?

**Unit # 1 Title:** Who Am I as a Career?

**Lesson Title:** Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 2)

**Lesson:** 2 of 2

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

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A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Resources (see Resources for Lesson 1): \*Career Path Descriptions

\*Career Path Posters (set of six)

\*Ideas for Personal Plan of Study/Career Portfolio

Activity Sheets: \*“Worker Interview Questions” (completed by students prior to this lesson)

Career Path Student Survey

Job and Gender Role Survey

(\*Materials introduced in the previous lesson).

**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works.</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures.</p> <p>10. Apply acquired information, ideas and skills to different contexts as students,</p>
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	workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
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X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

#### Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

#### Lesson Assessment (acceptable evidence):

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>          Question and answer, performance activity, consensus, authentic assessment (inclusion in Personal Plan of Study/Career Portfolio), "Worker Interview Questions"</p>
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#### Lesson Preparation

<p><b>Please Note:</b> The concept of the Personal Plan of Study/Career Portfolio is introduced during this unit. The exact format for the Portfolio will depend, in large part, on the resources available to you in your district. Some districts have a well-developed system for student portfolios, some districts have adopted portfolio guidelines and do not yet have the "system" in place, some districts are in the "talking about" stage. We have included some general ideas (see Resource: "Ideas for Personal Plans of Study/Career Portfolios"); however, we suggest that counselors work with administrators and teachers in their districts to make the Comprehensive Guidance Program Portfolios an extension of the student portfolios used in other content areas.</p> <p><b>Essential Questions:</b> How do the Career Paths relate to who YOU are?</p>
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**Engagement (Hook):** Have two students—one male, one female—dressed in white lab coats with stethoscopes sticking out of the pockets. The class is to decide what jobs are represented (Female is to be physician. Male is to be a lab technician or nurse). Sometimes it is easy to categorize jobs as male or female occupations, but do jobs have gender?

**Procedures:**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Review information Career Path information from the previous lesson: What is the building and fixing path? What is the health care path? What path focuses on helping others? Creative and performing arts? Working with nature? Which path involves working with others to make and sell a product?</li> <li>2. Divide class into small groups to present information gathered during their interviews with workers (see completed “Worker Interview” questionnaire). Ask the students to decide which Career Path each job belongs to and whether the job is considered a male or female job. (<b>NOTE WELL:</b> the purpose of this question is to create an awareness of students’ unintentional stereotyping of occupations—with the goal of increasing students’ awareness of their subtle/hidden biases.)</li> <li>3. Discuss gender role stereotyping and males and females in non-traditional work roles. Distribute the “Job and Gender Role Survey” to student groups and review the directions. When groups have finished, they will be encouraged to debate and discuss (with a “friendly” attitude) opinions as a group, and then as a class, concerning “men only” and “women only” jobs. Students will be asked if there are <u>real</u> reasons why some careers should not be open to both genders.</li> <li>4. Students will be given the “Student Career</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will participate in the review process.</li> <li>2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion.</li> <li>3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.</li> <li>4. Students return to their regular seating to</li> </ol>

<p>Path Survey”. The students are to mark the “bubble” for the statements that describe who they are and what they would like to do. The counselor may want to read each statement aloud, so that he/she can explain or define terms that are unfamiliar to students.</p> <p><i>NOTE: Students should be advised that while they may not have the ability to do all the tasks at this time, they are expressing their interests.</i></p> <p>5. Once the survey is complete, the counselor will reveal which Career Paths are represented in each column. Allow time for students to reflect on the results of their surveys.</p> <p><i>NOTE: Students’ surveys will be placed in their permanent record or career portfolios (if used) to evaluate changes as they progress through middle school and to review at the time they develop their personal plan of study</i></p>	<p>complete the survey. When they finish the survey, they are to count the number of items they marked for each career path and record the number in the square provided.</p> <p>5. Students will engage in a conversation with a peer-partner to review and reflect on their responses across Career Paths by similarities/differences and high/low markings in the categories</p> <ol style="list-style-type: none"> <li>Activities of interest</li> <li>Personal Qualities</li> <li>Free-time Preferences</li> <li>School Subject Preferences</li> </ol> <p>Upon completion of their conversation, students will consider the trends of their responses and identify Career Paths and related occupations that would fulfill the personal preferences noted.</p>
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### Teacher Follow-Up Activities

During classroom discussions that involve occupations or people in the news, point out those individuals in non-traditional roles and/or the skills needed to perform those jobs.

### Counselor reflection notes (completed after the lesson)

Career Path Survey Name \_\_\_\_\_ Grade \_\_\_\_\_

\*Adapted for Middle School Subjects from Krista Flowers' Model, Mid Rivers Tech Prep Consortium

<p><b>Career Path # 1 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Preparing medicines in a pharmacy</li> <li><input type="radio"/> Helping sick people</li> <li><input type="radio"/> Working with animals</li> <li><input type="radio"/> Helping with sports injuries</li> <li><input type="radio"/> Studying anatomy and disease</li> <li><input type="radio"/> Performing surgery</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Compassionate and caring</li> <li><input type="radio"/> Good listener</li> <li><input type="radio"/> Good at following directions carefully</li> <li><input type="radio"/> Conscientious and careful</li> <li><input type="radio"/> Patient</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Volunteering in a hospital</li> <li><input type="radio"/> Taking care of pets</li> <li><input type="radio"/> Exercising and taking care of myself</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Math</li> <li><input type="radio"/> Science</li> <li><input type="radio"/> Physical Education</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>	<p><b>Career Path # 2 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Predicting weather</li> <li><input type="radio"/> Predicting or measuring earthquakes</li> <li><input type="radio"/> Growing flowers/trees or gardening</li> <li><input type="radio"/> Studying rocks and minerals</li> <li><input type="radio"/> Raising fish or other animals</li> <li><input type="radio"/> Working in a chemistry lab</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Helping with problems</li> <li><input type="radio"/> Nature lover</li> <li><input type="radio"/> Physically active</li> <li><input type="radio"/> Problem solver</li> <li><input type="radio"/> Observant</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Hiking</li> <li><input type="radio"/> Participating in FFA or 4H</li> <li><input type="radio"/> Experimenting with a chemistry set</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Math</li> <li><input type="radio"/> Social Studies</li> <li><input type="radio"/> Science</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>	<p><b>Career Path # 3 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Reading or writing stories or articles</li> <li><input type="radio"/> Designing and building scenery for plays</li> <li><input type="radio"/> Gardening</li> <li><input type="radio"/> Taking photographs</li> <li><input type="radio"/> Acting in a play or movie</li> <li><input type="radio"/> Listening to or playing music</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Imaginative</li> <li><input type="radio"/> Creative</li> <li><input type="radio"/> Outgoing</li> <li><input type="radio"/> Using my hands to create things</li> <li><input type="radio"/> Performer</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Working on a school newspaper or yearbook</li> <li><input type="radio"/> Acting in a play</li> <li><input type="radio"/> Painting pictures or drawing</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Music/Choir/Band</li> <li><input type="radio"/> Language</li> <li><input type="radio"/> Art</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>
<p><b>Career Path # 4 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Putting things together</li> <li><input type="radio"/> Designing buildings</li> <li><input type="radio"/> Working on cars or mechanical things</li> <li><input type="radio"/> Using math to solve problems</li> <li><input type="radio"/> Gardening</li> <li><input type="radio"/> Using tools</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Practical</li> <li><input type="radio"/> Like using my hands</li> <li><input type="radio"/> Logical</li> <li><input type="radio"/> Good at following instructions</li> <li><input type="radio"/> Observant</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Building stage sets for a school play</li> <li><input type="radio"/> Drawing sketches of cars or mechanical things</li> <li><input type="radio"/> Working on cars</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Math</li> <li><input type="radio"/> Science</li> <li><input type="radio"/> Shop</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>	<p><b>Career Path # 5 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Interviewing people</li> <li><input type="radio"/> Using computer programs to do math</li> <li><input type="radio"/> Typing letters, forms, banners, etc.</li> <li><input type="radio"/> Keeping records, taking notes at meetings</li> <li><input type="radio"/> Working with numbers</li> <li><input type="radio"/> Organizing files and paperwork</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Practical</li> <li><input type="radio"/> Independent</li> <li><input type="radio"/> Organized</li> <li><input type="radio"/> Like to use machines</li> <li><input type="radio"/> Like to be around people</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Being in a speech contest or debate</li> <li><input type="radio"/> Using a computer</li> <li><input type="radio"/> Volunteering in a local hospital office</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Speech</li> <li><input type="radio"/> Language</li> <li><input type="radio"/> Math</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>	<p><b>Career Path # 6 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Helping people solve problems</li> <li><input type="radio"/> Working with kids</li> <li><input type="radio"/> Working with elderly people</li> <li><input type="radio"/> Preparing food</li> <li><input type="radio"/> Being involved in politics</li> <li><input type="radio"/> Solving a mystery</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Friendly</li> <li><input type="radio"/> Open</li> <li><input type="radio"/> Outgoing</li> <li><input type="radio"/> Good at making decisions</li> <li><input type="radio"/> Good listener</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Tutoring young children</li> <li><input type="radio"/> Helping with a community project</li> <li><input type="radio"/> Coaching kids in a sport</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Language</li> <li><input type="radio"/> Social Studies</li> <li><input type="radio"/> Speech</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

## **Career Path Student Survey Answer Sheet**

Career Path # 1 = Health Services  
Career Path # 2 = Natural Resources/Agriculture  
Career Path # 3 = Arts & Communication  
Career Path # 4 = Industrial and Engineering Technology  
Career Path # 5 = Business, Management, and Technology  
Career Path # 6 = Human Services

### Jobs and Gender Role Survey

\*One copy for each student

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Directions: Place a check-mark on one of the lines beside each occupation to indicate if a male, female, or both could do the work of the job.

	<u>Males Only</u>	<u>Both Genders</u>	<u>Females Only</u>
Nurse	_____	_____	_____
Hockey Player	_____	_____	_____
Pilot	_____	_____	_____
Receptionist	_____	_____	_____
Soldier	_____	_____	_____
Bus Driver	_____	_____	_____
Miner	_____	_____	_____
Farmer	_____	_____	_____
Elementary Teacher	_____	_____	_____
Police Officer	_____	_____	_____
Politician	_____	_____	_____
Hair Stylist	_____	_____	_____
Plumber	_____	_____	_____
Artist	_____	_____	_____
Judge	_____	_____	_____
Fashion Model	_____	_____	_____
Gymnast	_____	_____	_____
Scientist	_____	_____	_____
Archaeologist	_____	_____	_____
Football Player	_____	_____	_____
File Clerk	_____	_____	_____
Flight Attendant	_____	_____	_____
Race Car Driver	_____	_____	_____
Physician	_____	_____	_____
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sports Writer	_____	_____	_____
Carpenter	_____	_____	_____
Cab Driver	_____	_____	_____
Pharmacist	_____	_____	_____

## Resource: Ideas for Personal Plan of Study/Career Portfolios Developed by Carolyn S. Magnuson for Discussion Purposes Only

The ideas that follow are thought-starters as YOU and your colleagues formulate the guidelines for the Comprehensive Guidance aspect of student portfolios.

### I. Foundation Principles:

1. The purpose of the portfolio is three-fold:
  - a. To serve as a storage/retrieval system for selected student work
  - b. To provide students and counselors with a “running record” of students’ achievement, their interests, their perceived aptitudes and abilities
  - c. To provide students with a place to collect their thoughts/feeling/wishes/goals regarding school, work, and themselves in relation to school and work as they progress through middle school and high school.
2. Portfolios are to be used FOR (not AGAINST) the student and his or her growth and development as a current and future citizen of the world.
3. Your ideas ....

### II. Contents

1. Student’s Personal Plan of Study
2. Assessment Results (Informal and Standardized)
3. Student’s Life Career Goals
4. Student’s Reflections
5. Your Ideas ....

### III. Storage/Retrieval/Access

1. Student Privacy is of utmost importance
  - a. The sensitivity of student-provided content is addressed “before the fact.”
  - b. Students are able to determine who has access to Portfolio
  - c. The district’s implementation policies/guidelines regarding The Family Educational Rights and Privacy Act will be followed.
  - d. All access/retrieval policies and guidelines will be “transparent” for the student, i.e., not secrets and no surprises as a result of information student includes in portfolio.
2. Storage of Portfolio is the responsibility of the school district
  - a. Notebooks?
  - b. Electronic?
3. In the case of some documentation it may be more appropriate for student to maintain information.

<p><b>Unit # 1 Title:</b> Evaluating One’s Personal, Ethical, Academic, and Work Habits</p> <p><b>Grade Level:</b> 6</p> <p><b>Number of Lessons in Unit:</b> 2</p> <p><b>Time Required:</b> 40 minutes</p> <p><b>Best time of year to implement this Unit:</b> anytime</p> <p><b>Lesson Titles:</b></p> <p><b>Lesson 1:</b> How Does Who I Am Relate to Employability? (Part 1)  Materials/Special Preparation Required  Activity Sheet: “Ethical Dilemma Scenarios”  Markers, butcher block paper,</p> <p><b>Lesson 2:</b> How Does Who I Am Relate to Employability? (Part 2)  Materials/Special Preparation Required  Activity Sheet: “It’s All About Me!”  OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the “It’s All About Me” Activity Sheet. Most computer word processing software contains a resume template</p> <p><b>Missouri Comprehensive Guidance Standard:</b>  CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success</p> <p><b>Grade Level Expectation:</b>  CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.  CD.9.B.06.a.i: Develop a resume of work experiences for home and school.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>  Career Development  C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>	
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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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements.

	3. Develop and apply strategies based on one's own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit (Summative) Assessment (acceptable evidence):**

Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve. Students will prepare a preliminary, skill-based resume.
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**Brief Summary of Unit:**

This Unit introduces students to the importance of personal characteristics and “work-habit” skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.

**Unit Goals:**

Students will learn what is meant by the term “ethics” and why ethical behavior is important in the workplace.

Students will assess and analyze work habits.

Students be introduced the resume-writing process as part of the job-seeking process.

**Prior Knowledge Required:**

Interview Process; Work habits, Personal Characteristics, written communication skills

Vocabulary: Honesty, Responsibility, Respect, Self-discipline, Self-respect



<p><b>Unit # 1 Title:</b> Evaluating One’s Personal, Ethical, Academic, and Work Habits</p> <p><b>Lesson Title:</b> How Does Who I Am Relate to Employability? (Part 1)      <b>Lesson:</b> 1 of 2</p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success</p> <p><b>Grade Level Expectation (GLE):</b>                  CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Career Development                  C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>
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**Materials (include activity sheets and/ or supporting resources)**

Markers, butcher block paper “Ethical Dilemma Scenarios” Activity Sheet
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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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	Communicating thoughts and ideas
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Assessment (acceptable evidence):**

Students will participate in question and answer sessions.

**Lesson Preparation**

**Essential Questions:**

What are ethics? What if people didn't respect others? Why is honesty important? Or courage? Or responsibility? Or self-discipline? Or self-respect?

**Engagement (Hook):**

Mark did not do his math homework. He takes Shondra's homework, erases her name, and puts his name on her paper. You watch Mark make the change. What do you do?

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. Divide class into small discussion groups. Give each group markers and a large piece of butcher paper on which to write their ideas. Pose the following questions: "What are ethics?" "What if people didn't respect others?" "Why is honesty important?" "What about courage?" "Or responsibility?" "Or self-discipline?" "Or self-respect?"</p> <p><i>[Note: The counselor may want to discuss what the terms are, or provide students with definitions of the terms from which to work.]</i></p> <p>2. Have the students brainstorm, writing their</p>	<p>1. Students will write their ideas on the butcher paper and discuss the questions in their groups.</p> <p>2. Once the groups have come up with</p>

<p>ideas on the butcher paper and discussing their ideas with the group. Once the groups have discussed the questions, present their responses to the class for discussion. As the groups present their ideas to the class, list their responses on the board.</p> <p>3. Follow with the hook: “Why would ethics be important to employers?” Giving the students another piece of butcher paper on which to write their ideas during the brainstorming.</p> <p>4. Provide Activity Sheet “Ethical Dilemma Scenarios “. Students will discuss the dilemmas by assuming the role and point-of-view of each individual (including those not present) involved in the scenario.</p> <p>5. Closure: Ask for 3-4 volunteers to share the response of their choice with the class. Provide opportunities for students to have a small-group (3-4 students) conversation about their thoughts and questions they still have re: ethical decision-making.</p> <p>Preview of next guidance lesson: Employment readiness skills. Say something like: “Do you know ... that ... there are skills employers want all workers to possess—and those skills have nothing to do with what you know and are able to do related to job tasks? And that people lose their jobs because they don’t have “these” skills more often than because they can’t perform the job-related tasks?</p>	<p>answers to the questions, they will present their ideas to the class.</p> <p>3. Students will write their ideas on the butcher paper during the brainstorming.</p> <p>4. Students will work within their groups to come up with possible solutions to the scenarios.</p> <p>5. Students will respond to the questions listed at the end of the series of scenarios.</p>
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### Teacher Follow-Up Activities

<p>Ethical dilemmas present themselves everyday in the classroom. Encourage classroom teachers to point out situations in which students are presented with an ethical decision.</p>
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### Counselor reflection notes (completed after the lesson)

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## **Activity Sheet: Ethical Dilemma Scenarios**

### **Scenario #1:**

As an employer, one of your employees arrives at work 10 minutes late everyday. It's just 10 minutes, right (the employee does not have a car and must rely on public transportation to get to and from work—and this is her second job)?

**People Involved:**

**Points of View:**

**Possible Solutions**

### **Scenario #2:**

Martin works at the movie theater. He allows his friends to sneak in without paying for tickets. What's the big deal?

**People Involved:**

**Points of View:**

**Possible Solutions**

### **Scenario #3:**

A customer drops a \$10 bill as she pays Cindy for her groceries and doesn't realize it. What should Cindy do (it's the 21<sup>st</sup> of the month, Cindy is a single mom – and has no money to buy groceries)?

**People Involved:**

**Points of View:**

**Possible Solutions**

### **Scenario #4:**

You are with a group of employees in the stockroom. A package of CD's is open. You watch as a couple of the employees take copies of the CD's for themselves. They ask you not to tell the manager. What do you do? What are the consequences of your choices (the other employees are individuals with whom you want be friends)?

**People Involved:**

**Points of View:**

**Possible Solutions**

### **Scenario #5:**

Devon gets a job at the local fast-food restaurant. He has to wear a uniform everyday that the manager says must be clean and pressed. He is tired when he gets home from work and doesn't want to do laundry. He has school tomorrow and is scheduled to work after school. What does he do? What are his choices?

**People Involved:**

**Points of View:**

**Possible Solutions**

### **Scenario #6:**

An employer asks Juanita to complete a job assignment by 11:00 a.m. She is almost finished at 10:30, when her friend, Rhonda, comes by. Rhonda wants Juanita to take her break now, so that they can eat a snack together. What should Juanita do (Rhonda is the sister of the person Juanita wants to date)?

**People Involved:**

**Points of View:**

**Possible Solutions**

As we were talking about these dilemmas, I thought about a time when:

Ethical Dilemmas Are:

The most difficult part of ethical decision-making for me is:

Ethical Dilemmas in the workplace remind me of (school/classroom experiences):

To be an ethical decision-maker, I have to:

I wonder:

<b>Unit # 1 Title:</b> Evaluating One’s Personal, Ethical, Academic, and Work Habits	
<b>Lesson Title:</b> How Does Who I Am Relate to Employability? (Part 2)	<b>Lesson: 2 of 2</b>
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 50 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success	
<b>Grade Level Expectation (GLE):</b> CD.9.B.06.a.i: Develop a resume of work experiences for home and school.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development C: Students will understand the relationship between personal qualities, education, training and the world of work.	

**Materials (include activity sheets and/ or supporting resources)**

Activity Sheet: “It’s All About Me!” OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the “It’s All About Me” Activity Sheet. Most computer word processing software contains a resume template.
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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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 2. Recognize and practice honesty and integrity in academic work and in the workplace. 8. Explore, prepare for and seek educational and job opportunities.

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Academic Content Area(s)	Specific Skill(s)
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Mathematics	
X Social Studies	Use of tools of social inquiry and relationships of the individual to the group
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

Students will participate in question and answer sessions. Students will develop a skill-based resume. Students will be able to explain resume-writing situations in which an ethical dilemma may present itself. Students will be able to project the personal consequences AND the ethics involved in presenting oneself in a positive, yet truthful, light. Self-evaluation tools will be used.
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**Lesson Preparation**

<p><b>Essential Questions:</b> What is a resume and what is its purpose? Why are personal, ethical, and work habits important to career decision making? How do these components relate to job-seeking skills?</p> <p><b>Engagement (Hook):</b> How will employers know who you are and what your capabilities may be before they have seen you? What is a resume? What skills and experiences have you had that would be valuable to employers and to employability in general?</p>
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**Procedures**

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>Students will review prior the prior guidance lesson pointing out the importance of Personal Characteristics and Work Habits in the job seeking, getting and keeping process.</li> <li>Pose the engagement questions for this lesson to the class and provide information concerning job-seeking skills and how the resume fits into that process.</li> <li>Continue with, "A resume is a short story of</li> </ol>	<ol style="list-style-type: none"> <li>Students will identify personal characteristics and work habits and relate them to ethical decision-making at school as well as on the job.</li> <li>Students will contribute information/ideas to discussion, respond to the questions and will ask clarifying questions.</li> <li>Students will complete Activity Sheet.</li> </ol>



<p>our life experiences, interests, and abilities. Today, we will start that process. Today, you will be completing an Activity Sheet that will give you a chance to ‘talk in writing’ about yourself. You will be reviewing and reflecting what you have said about yourself from the point of view of an employer.” Provide students with “It’s All about Me” Activity Sheet.</p> <p>4. Once the students have completed the Activity Sheet, ask students to take the role of a prospective employer. Does the resume reflect who the student is and his or her capabilities? How is the information in the resume presented? Based on what’s presented, how will the individual’s academic skills and abilities be viewed? What about personal skills and work habits?</p> <p>5. OPTIONAL: The counselor may allow time for students to work with a computer software program to complete a resume, based on information from the Activity Sheet.</p> <p>Information will be inserted into the students’ Personal Plan of Study/Career Portfolios for review and discussion throughout Middle School (See Unit 1 Lesson 1:Guidelines for Personal Plan of Study/Career Portfolio)</p>	<p>4. Students will engage in a critical self-evaluation of their responses on the “It’s All About Me” Activity Sheet. The final question—“Will I be called for an interview with the employer?”</p> <p>5. OPTIONAL: Students will complete their resumes using computer software.</p>
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### Teacher Follow-Up Activities

<p>The teacher will give students an opportunity to update the resume information.</p>
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### Counselor reflection notes (completed after the lesson)

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## Activity Sheet: I t's All About Me!

Your life experiences can lead to opportunities in the future. When you are applying for a job, a resume is a way to introduce yourself and to tell about your experiences.

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/State/Zip Code \_\_\_\_\_

Telephone Number: \_\_ (Area Code \_\_\_\_\_) \_\_\_\_\_

**Wellness and Self-Care:** (You must be healthy and fit to be your most successful self): How do you maintain your mental and physical wellness? (handling stress, personal hygiene, getting the rest you need for learning and working each day, eating foods that contribute to your energy, well-being and success.. )

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How would others rate your care for yourself?                      Great                      Good                      Poor

How do you rate yourself in the area of "Wellness"?                      Great                      Good                      Poor

**At Home:** How do you help at home? (Help with laundry, cooking, cleaning, taking care of animals, mowing, raking leaves, etc.)

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How would your parents/guardians rate your work?                      Great                      Good                      Poor

Do you finish your jobs?                      Always                      Sometimes                      Once in a While

**At School:** How do you help at school? (Tutoring other students, classroom jobs, etc.)

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How would school people rate your work?	Great	Good	Poor
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Do you finish your jobs?	Always	Sometimes	Once in a While
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**Social Responsibility—Service to Others:** How do you help in the community? (E.g., Helping someone in your neighborhood, working on a church or scout project, or participating in a community project—such as a walkathon, community clean-up project, food drive)

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How would people in the community rate your work?	Great	Good	Poor
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Do you finish your jobs?	Always	Sometimes	Once in a While
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**Unit # 1 Title:** How Do the Pieces Fit?

**Grade Level:** 7

**Number of Lessons in Unit:** 3

**Time Required:** Usually 50 minutes; however, length will vary depending on the length of the inventories selected.

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

Lesson 1: If the Career Fits, Explore It!

Materials/Special Preparation Required:

A Career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7<sup>th</sup> grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, Kuder, CX Bridges Career Explorer, Choices

Lesson 2: If the Career Fits, Explore It! (Part 2)

Materials/Special Preparation Required:

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: "Who I Am..." "Researching a Career" (optional)

Lesson 3: We Are All Pieces of the Puzzle

Materials/Special Preparation Required:

Completed "Who I Am ..." and "Researching a Career" Activity Sheets (see Lesson 2)

Activity Sheet: "Map It Out" concept map (2 copies for each student)

Item(s) purchased locally and produced in another country

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

**Grade Level Expectation:**

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Be aware of occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.7.C.07.a.i: Recognize the relevance of all work and workers and that they coexist in a global society.

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.  
CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

**American School Counselor Association National Standard (ASCA):**

**Career Development**

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.  
C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

**Lesson Assessment (acceptable evidence):**

Career interest inventory, such as Job-O, Career Game, COIN Career Targets, Kuder, CX Bridges Career Explorer, Choices, etc., and authentic assessment through inclusion in career portfolio.  
Data on careers and the training required.  
Question answer, group discussion, group task completion.

**Brief Summary of Unit:** Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path.

When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the Career Paths.

**Unit Goals:** Students will complete an interest inventory; use the information from the inventory to investigate careers using written or computerized resources; create and present a career project incorporating personal interests; categorize an occupation based on the Career Paths model.

Students will investigate and/or brainstorm various careers/products to recognize the relevance of all workers and that they coexist in a global society.

**Students' Prior Knowledge:**

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength,
Limitation		
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 7 the common conceptual understanding includes: the integration of self knowledge into life and career plans, adapting to changes in the world economy and work, respect for all work (and workers)

For CD 8 the common conceptual understanding includes: the career decision-making processes and the education and training requirements of careers.

At the seventh grade level, students are expected to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning
Skills	
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Their Personal Characteristics

**Unit # 1 Title:** How Do the Pieces Fit?

**Lesson Title:** If the Career Fits, Explore It! (Part 1)

**Lesson:** 1 of 3

**Grade Level:** 7

**Length of Lesson:** one class period

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

**Grade Level Expectation (GLE):**

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Be aware of occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.

CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

A Career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7<sup>th</sup> grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, Kuder, CX Bridges Career Explorer, Choices

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas
	2. Conduct research to answer questions and evaluate information and ideas.
	6. Discover and evaluate written, visual and oral presentations and works.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society
	1. Explain reasoning and identify information used to support decisions.

	8. Explore, prepare for and seek educational and job opportunities.
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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	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>Career interest inventory, such as those listed above, and authentic assessment through inclusion in career portfolio</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b> How does <i>who you are</i> relate to possible choices for careers and career paths? How would an interest inventory help someone have an understanding of oneself?</p> <p><b>Engagement (Hook):</b> Partners tell each other qualities they see in one another and what career(s) they think they might be good at.</p>
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**Procedures for Session 1**

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Introduce the Interest Inventory. Emphasize the intended purpose of interest inventories (to compare their interests with the interests of workers in specific occupations), how the inventory was developed AND to whom students' interests were compared to yield the students' results (people in the "norming" group). Stress the importance of sincere and deliberate responding. Administer the career interest inventory.</li> <li>2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g.,</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately.</li> <li>2. Post-inventory: Reflect on process and respond to questions</li> </ol>



<p>Did they “just do it” or did they do it thoughtfully and with a curiosity about themselves and their results? Help students anticipate their results as a way to gain interesting information to consider when making decisions about careers.</p> <p>(NOTE: It is important that EVERY student develops an awareness of his or her interests as measured by a comprehensive inventory; thus, plan a separate session for those who may have difficulty completing the inventory in a large group setting).</p> <p>3. Tell students that the results of the inventory will be used in the next lesson (Unit 1 Lesson 2). When using an online interest inventory, print a copy of each student’s results.</p>	<p>3. Students will share closing comments.</p>
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## Teacher Follow-Up Activities

Students post their name in the correct area of a career path chart. Names are followed by one or two strengths the student possesses that attracted them to their correct path.

**Counselor reflection notes (completed after the lesson)**

**Unit # 1 Title:** How Do the Pieces Fit?

**Lesson Title:** If the Career Fits, Explore It! (Part 2)

**Lesson:** 2 of 3

**Grade Level:** 7

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

**Grade Level Expectations (GLEs):**

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Be aware of occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.

CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: “Who I Am...” “Researching a Career” (optional)

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas
	2. Conduct research to answer questions and evaluate information and ideas.
	6. Discover and evaluate written, visual and oral presentations and works.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society
	1. Explain reasoning and identify information used to support decisions.
	8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
X	Science	Scientific inquiry
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>          Question answer, group discussion, group task completion</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b> How does who I am relate to Career Paths and career choices?</p> <p><b>Engagement (Hook): TOMORROW'S THE DAY!!!</b></p>
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**Procedures:**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>Say to students: You HAVE to get a job by noon TOMORROW!! The magic is ... You have the ability get the job of your dreams ... a job that will allow you to BE YOURSELF!! What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson.</li> <li>Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results:               <ul style="list-style-type: none"> <li>Are your results "YOU"?</li> <li>How do your results fit with the job you identified in #1?</li> <li>The person who "takes" an interest inventory MUST USE the results (NOT let the results USE THEM) with information</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Students will identify a job.</li> <li>Students will review and reflect HONESTLY on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions.</li> </ol>

<p>they know to be true about themselves (e.g., “The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked.”).</p> <p>3. Review Career Paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each Career Path and the job they identified in “1” above. Is there a fit? Would you still choose the job you chose in #1? Would you like to take the interest inventory again?</p> <p>4. Provide instructions for the “Who I Am...” Activity Sheet and have students complete it by marking an X in the boxes that are “like them”.</p> <p><i>NOTE: Students may be unfamiliar with the vocabulary on this Activity Sheet. The counselor may choose to read the items and offer explanation as questions arise.</i></p> <p>5. Collect the completed Activity Sheets. Tell students that during the next guidance lesson, they will be using the results and that between now and then, they will be discovering more about a specific occupation.”</p> <p>6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check. While students are investigating a specific career, they should consider which Career Path that occupation “fits”.</p>	<p>3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories ...in light of the job they identified in “1” above.</p> <p>4. Review the “Who I Am ...” Activity Sheet and ask clarifying questions.</p> <p>5. Complete Step 1 of “Who I Am...” Activity Sheet; give to counselor when complete.</p> <p>6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next guidance lesson, they will be using the information gained from their career research to complete Step 2 of “Who I Am....”</p>
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7. Help students explore the career information resources available to them – on the internet, in the counselor’s office, in the school library.	7. Students may use information downloaded from an online source OR if they are unable to print a hard copy of their career information from an online source, they can use the Activity Sheet “Researching a Job” to record information they find during the research they conduct.
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**Teacher Follow-Up Activities**

Students post careers they investigated on a classroom career path chart.
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**Counselor reflection notes (completed after the lesson)**

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Activity Sheet: Researching a Career

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Career: \_\_\_\_\_

Career Path: \_\_\_\_\_

Average salary/wage: \_\_\_\_\_ Hours/work days: \_\_\_\_\_

Describe work and working conditions:

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High school courses that will help you prepare for this job:

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Education or training needed beyond high school to prepare you for this job:

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## Activity Sheet: Who I Am .....

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

A Career I'm Considering: \_\_\_\_\_

Career Path: \_\_\_\_\_

**Step 1 Directions:** Place an X in front of the statements that reflect your interests, abilities, and talents.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> High salary<br>(over \$50,000)                    | <input type="checkbox"/> Working in a wet place                              | <input type="checkbox"/> Working in a safe place                           |
| <input type="checkbox"/> Middle income<br>(\$20,000 to \$50,000)           | <input type="checkbox"/> Working in some hazardous<br>surroundings           | <input type="checkbox"/> Working at the same location<br>all day           |
| <input type="checkbox"/> Low income<br>(under \$20,000)                    | <input type="checkbox"/> Pleasant working conditions                         | <input type="checkbox"/> Working inside                                    |
| <input type="checkbox"/> Staying clean                                     | <input type="checkbox"/> Working outside                                     | <input type="checkbox"/> Getting dirty                                     |
| <input type="checkbox"/> Working in a factory                              | <input type="checkbox"/> Working in a rural setting                          | <input type="checkbox"/> Working in many areas                             |
| <input type="checkbox"/> Working in a store                                | <input type="checkbox"/> Working in an office                                | <input type="checkbox"/> Traveling as part of the job                      |
| <input type="checkbox"/> Working in a noisy place                          | <input type="checkbox"/> Working with other people                           | <input type="checkbox"/> Working in a quiet place                          |
| <input type="checkbox"/> Working in heat                                   | <input type="checkbox"/> Planning your own work                              | <input type="checkbox"/> Working alone                                     |
| <input type="checkbox"/> Working in cold                                   | <input type="checkbox"/> Doing work that provides a<br>chance to be creative | <input type="checkbox"/> Working in air conditioning                       |
| <input type="checkbox"/> Working in a dry place                            | <input type="checkbox"/> Doing the same task each day                        | <input type="checkbox"/> Having a high level of<br>responsibility          |
| <input type="checkbox"/> Following orders                                  | <input type="checkbox"/> Spending lots of time with your<br>family           | <input type="checkbox"/> Doing different tasks every<br>day                |
| <input type="checkbox"/> Working a seasonal job                            | <input type="checkbox"/> Being your own boss                                 | <input type="checkbox"/> Having vacation time                              |
| <input type="checkbox"/> Working for someone else                          | <input type="checkbox"/> Working short hours                                 | <input type="checkbox"/> Having flexible hours                             |
| <input type="checkbox"/> Performing mental, rather<br>than physical, tasks | <input type="checkbox"/> Working a regular 40-hour week                      | <input type="checkbox"/> Having respect in the<br>community                |
| <input type="checkbox"/> Working with details                              | <input type="checkbox"/> Working with tools                                  | <input type="checkbox"/> Performing physical, rather<br>than mental, tasks |

<input type="checkbox"/> Having good fringe benefits	<input type="checkbox"/> Manufacturing a product	<input type="checkbox"/> Performing a service
<input type="checkbox"/> Working while standing	<input type="checkbox"/> Working while sitting	<input type="checkbox"/> Helping people
<input type="checkbox"/> Doing work that requires a great deal of reading and writing	<input type="checkbox"/> Competing with others	<input type="checkbox"/> Working in an expanding career area
<input type="checkbox"/> Motivating others	<input type="checkbox"/> Influencing others	<input type="checkbox"/> Working in a city
<input type="checkbox"/> Working in the suburbs	<input type="checkbox"/> Supervising others	<input type="checkbox"/> Making decisions on the job
<input type="checkbox"/> Working in a declining career area	<input type="checkbox"/> No high school diploma or GED required	<input type="checkbox"/> Social skills required
<input type="checkbox"/> Listening skills required	<input type="checkbox"/> Following directions carefully	<input type="checkbox"/> Trade or technical school required
<input type="checkbox"/> Working with a chance for advancement	<input type="checkbox"/> Advanced college degree required	<input type="checkbox"/> Using writing skills
<input type="checkbox"/> Using speaking skills	<input type="checkbox"/> Using reading skills	<input type="checkbox"/> On-the-job training required
<input type="checkbox"/> Apprenticeship offered	<input type="checkbox"/> License required	<input type="checkbox"/> Memory skills required
<input type="checkbox"/> Working as a member of a team	<input type="checkbox"/> Good grooming required	<input type="checkbox"/> Using science skills
<input type="checkbox"/> Advanced math skills required	<input type="checkbox"/> Basic math skills required	<input type="checkbox"/> Union membership required
<input type="checkbox"/> Typing skills required	<input type="checkbox"/> Special skills required	<input type="checkbox"/> College degree required
<input type="checkbox"/> Social studies skills required	<input type="checkbox"/> Good manners required	<input type="checkbox"/> Working by myself

**Step 2 Directions:** Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for YOU) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.



**Unit # 1 Title:** How Do the Pieces Fit?

**Lesson Title:** We Are All Pieces of the Puzzle

**Lesson:** 3 of 3

**Grade Level:** 7

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

**Grade Level Expectation (GLE):**

CD.7.C.07.a.i: Recognize the relevance of all work and workers and that they coexist in a global society.

**American School Counselor Association National Standard (ASCA):**

Career Development

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Completed “Who I Am ...” and “Researching a Career” Activity Sheets (see Lesson 2)

Activity Sheet: “Map It Out” concept map (2 copies for each student);

Item(s) purchased locally and produced in another country

**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures.</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</p>
	<p>Goal 3: recognize and solve problems</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>8. Explore, prepare for and seek educational and job opportunities.</p>

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	Expressing ideas verbally; compare and contrast
	Mathematics	
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

### **Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

### **Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, portfolio, etc.**  
 Students will be able to use mapping skills related to careers and career paths.

### **Lesson Preparation**

#### **Essential Questions:**

How are various occupations interrelated? How do those occupations relate to the career paths?

#### **Engagement (Hook):**

Show students a small puzzle. Explain that without all the pieces, a puzzle is not complete. The same principle applies to the world of work. Each person who provides a service or who produces a product depends on others to make the process complete.

### **Procedures for Lesson**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Distribute students' completed "Who I Am ..." Activity Sheets. Have them complete the second part of the inventory: With one of the careers they researched in mind, students will mark the items that "fit" that career with an "0"</li> <li>2. Divide students into task groups. Give each group a "Map It Out" concept map Activity Sheet. Encourage the groups to choose a specific career that they find appealing. The students will write the name of that career in the middle bubble.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete the second part of the Activity Sheet and review the "match" asking himself or herself if their preferences would make them a good fit with the occupation they researched.</li> <li>2. Participate in group discussion while respecting the views of others.</li> </ol>

<p>Ask the groups to consider related careers. Related careers are those that may not be the specific career goal, but would allow students to be professionally involved in the career area desired. With every specific career, there are typically many related careers. The students will then brainstorm as many related careers as possible, placing them in the Career Path boxes. Encourage the students to come up with as many jobs in as many Career Paths as possible. Some jobs may have many Career Paths involved. Others may not.</p> <p>Example: A specific career may be a news anchor-person. Related careers might include camera operator, copywriter, freelance writer, reporter, producer, actor, and sportscaster.</p> <p>Allow 5 minutes for students to complete the concept map.</p> <ol style="list-style-type: none"> <li>3. Review the groups' results, soliciting opinions from the rest of the class.</li> <li>4. Present items purchased in the United States and produced in another country to the groups. Have them consider all the potential individuals who may have contributed to that product being available for purchase in the local store. Give the groups another copy of the "Map It Out" Activity Sheet to use for this activity; telling students to place the name of the product in the center and the names of occupations in the career path "boxes" surrounding the product. Allow 5 minutes for students to complete the concept map.</li> <li>5. Discuss the results of the groups' concept mapping exercise. Follow up with discussion of a global society, the value of all work and workers and the</li> </ol>	<ol style="list-style-type: none"> <li>3. When concept map is complete, groups will explain their choices for related occupations either to the whole class group or to another small task group.</li> <li>4. Review group roles and ways of showing disagreement without being disagreeable. Consider the many people who have work because of this product--in the country of origin and in the United States. Students will contribute ideas and listen to others' ideas through brainstorming, group discussion, and class discussion.</li> <li>5. Students will do a 2-minute writing as closure. The focus will be: "My piece of the puzzle ...". Entries will be included in the students' Personal Plan of</li> </ol>
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interdependence of people all over the world.	Study/Career Portfolio.
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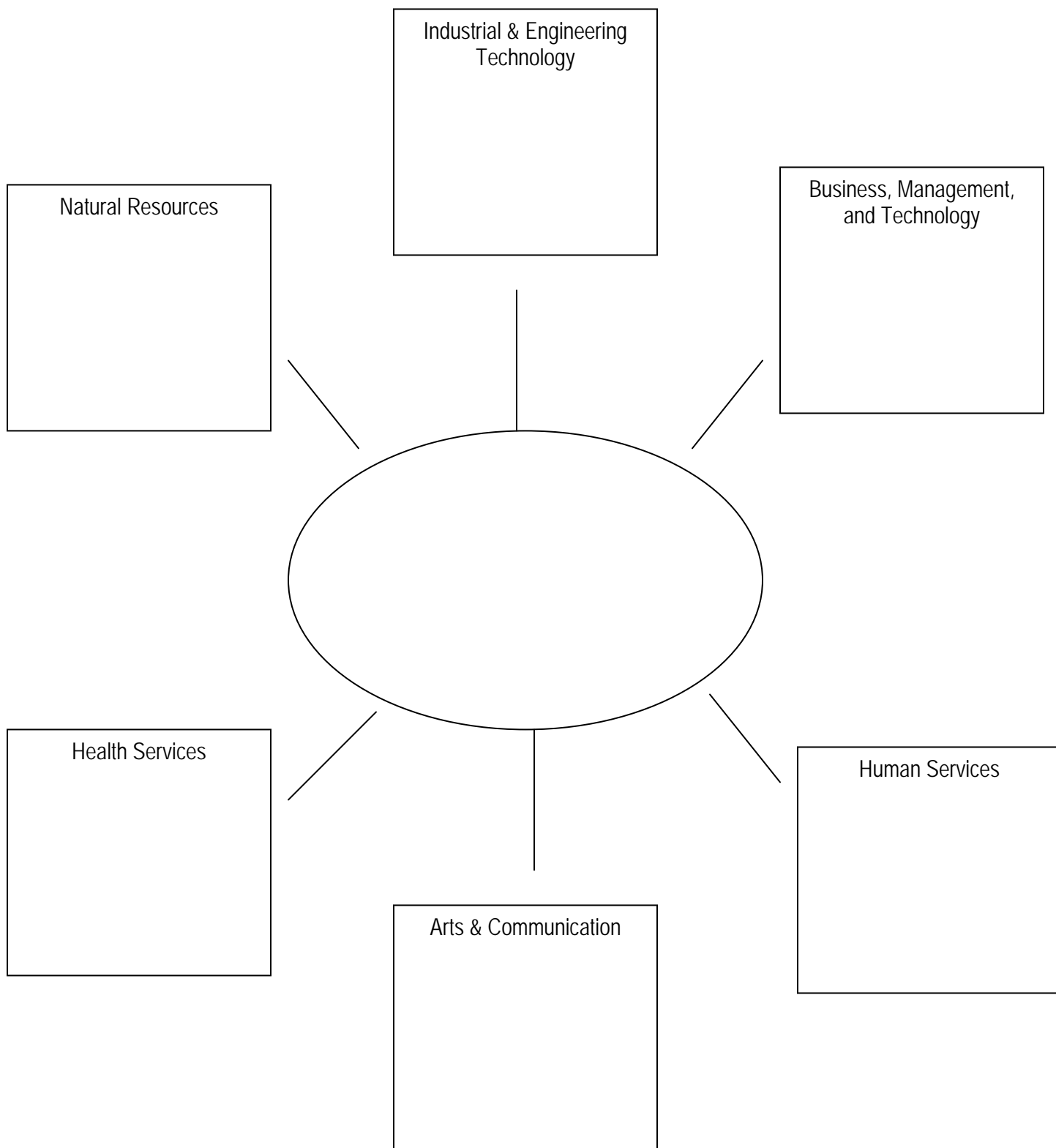
**Teacher Follow-Up Activities**

Teacher may want to post Activity Sheets on bulletin board so students can visually understand many examples of how various careers are dependent on one another.
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**Counselor reflection notes (completed after the lesson)**

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### Activity Sheet: Map It Out!



**Unit # 2 Title:** Using Job-Seeking Skills

**Grade Level:** 7

**Number of Lessons in Unit:** 2

**Time Required:** 50 minutes

**Best time of year to implement this Unit:** anytime

**Lesson Titles**

**Lesson 1:** Who Will Get the Job? (Part 1)

Materials/Special Preparation Required:

Activity Sheets: “Job Application: Happy Hamburger House” (Raven Stone and Marvin Smith). It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students

Activity Sheets: “Interview Scenarios” (Raven Stone and Marvin Smith). Make copies of each for all students)

2 highlighters per group (1 yellow and 1 green), paper and pencil.

Copies of job applications from two community employers.

**Lesson 2:** Who Will Get the Job? (Part 2)

Materials/Special Preparation Required:

Completed job applications (two) from the local business community (see Lesson 1)

Activity Sheet: “Interview Checklist”  
paper and pencils

**Missouri Comprehensive Guidance Standard:**

CD.9 Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation:**

CD.9.A.07.a.i: Utilize information about personal, ethical and work habit skills to enhance individual student success.

CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.

**American School Counselor Association Standard (ASCA):**

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences

	6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

Students will develop a Personal Plan of Study (POS) so that they can establish goals for the future (both short-term and long-term): The Plan will evidence: Student's integration of self knowledge with knowledge about career paths and potential occupations including, but not limited to, student's understanding of his or her personal values and the roles these values will play in career satisfaction; an assessment of his or her work and study patterns and a projection of how these might help or hinder the accomplishment of goals; clearly articulated short and long term goals (including personal change goals); and action plans for accomplishing goals.

**Brief Summary of Unit:**

Students will develop a resume, complete sample job applications and evaluate their job interview skills. Students will develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.

**Unit Goals and Objectives:**

Students will learn how to write a resume, fill out job applications and the process of job interviewing.

Students will learn what personal, ethical and work habits are and why they are important.

Students will identify necessary components in a career portfolio.

Students will assess and analyze personal, ethical, academic and work habit skills.

Students will use personal, ethical, academic and work experience to make future career decisions.

**Students' Prior Knowledge:**

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and

understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength,
Limitation		
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

At the seventh grade level, students are expect to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning
Skills	
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Their Personal Characteristics



**Unit # 2 Title:** Using Job-Seeking Skills

**Lesson Title:** Who Will Get the Job? (Part 1)

**Lesson:** 1 of 2

**Grade Level:** 7

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

CD.9 Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation (GLE):**

CD.9.A.07.a.i: Utilize information about personal, ethical, and work habit skills to enhance individual student success.

CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.

**American School Counselor Association Standard (ASCA):**

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials and Resources (include handouts or supporting documents)**

Activity Sheets: “Job Application: Happy Hamburger House” (Raven Stone and Marvin Smith) It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students

Activity Sheets: “Interview Scenarios” (Raven Stone and Marvin Smith) Make copies of each for all students)

2 highlighters per group (1 yellow and 1 green), paper and pencil.

Copies of job applications from two community employers.

**Show Me Standards: Performance Goals (check one or more that apply)**

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X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will be able to report on the appropriate way to complete a job application and a job interview.

**Lesson Preparation**

**Essential Questions:**

What is a “good” worker?

Have you ever applied for a job? Have you ever had a job interview? Why are personal, ethical and work habit skills important to an employer?

**Engagement (Hook):**

Ask the students, “How can you lose a job in less than five minutes?”

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Ask the “hook” question and seek responses from 4 or 5 volunteers. Write the essence of each response on the board. Ask students what they notice about the responses ... are ‘job-task’ skills listed?</li> <li>2. Ask a follow-up “hook” question: “How can you lose a job before you have the job?” Record the essence of students’ responses on the board. Remind class of the elementary school guidance lesson about applying for classroom jobs – and to remember that the classroom job application</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will volunteer responses to the question, review the list of responses and make an observation about the list on the board.</li> <li>2. Students will volunteer responses the question.</li> </ol>

<p>was a way to “sell themselves” as a qualified candidate for their preferred classroom job. If they had not completed their applications neatly and accurately, they might not have gotten the classroom job they really wanted. So--one way to lose a job before you even have it is to be careless about the application submitted.</p> <p>3. Ask students for ideas on the correct way to complete a job application.</p> <p>4. Divide the class into groups of 4. Explain that they will to be given two completed job applications to review and evaluate as a group. They will indicate what is done <b>incorrectly</b> (highlight in yellow) and what is done <b>correctly</b> (highlight in green).</p> <p>5. Ask each group to choose a spokesperson to give an example of an <b>incorrect</b> item and a <b>correct</b> item on one of the two applications. The instructor asks students whether or not they agree with each group’s choices.</p> <p>6. “Good News, Students! You have just found out – your application sold you as a potential candidate! However -- You still have an opportunity to LOSE the job before you begin – How??” Write 4 or 5 responses on the board. Link responses to lack of or poor interviewing skills. Ask the students for ideas about how to make a job interview successful.</p> <p>7. Each group is given the Activity Sheet: “Interview Scenarios” (interviews with Marvin and Raven). They are instructed to review, evaluate and highlight the “Interview Scenarios” in the same way they did the job applications, problem areas</p>	<p>3. Students will share ideas they have on the correct way to complete a job application. Possible answer: It should be done neatly by being typed or printed legibly.</p> <p>4. Students will get into groups. Students will review and assesses the two job applications and highlight in yellow those things that they think are incorrect and highlight in green those things they think are done correctly.</p> <p>5. Students choose a spokesperson and the person reports to the class an <b>incorrect</b> item and a <b>correct</b> item from one of the applications. Students respond as to whether or not they agree with each group’s choices. If there is disagreement, a rationale must be given.</p> <p>6. Students will share ideas they have on the correct way to complete a job application. Possible answer: Dress nice and use good manners.</p> <p>7. Students will highlight the interview scenarios using yellow for problem areas (<b>incorrect areas</b>) and green for the use of effective interviewing skills (<b>correct areas</b>).</p>
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<p>(<b>incorrect areas</b>) in yellow and effective interview skills (<b>correct areas</b>) in green.</p> <p>8. Ask each group's spokesperson to give an example of a problem area and an effective interview skill from one of the two interviews. Ask other students whether or not they agree with each group's choices.</p> <p>9. Review the pros and cons of each application and each interview with the students and ask, "Who will get the job?" "Could either applicant have lost the job before they had it?" Students will support responses with evidence from the examples provided.</p> <p>10. Tell the students that next week they will be interviewing for jobs with people from the local business community. Job applications from at least two local businesses will be given to students. Students are to complete the applications and return them to the classroom teacher within two days. Review the applications and, at least two days before the interviews; inform students whether or not they have been chosen to be interviewed.</p> <p><i>(NOTE: If individual students choose not to complete and return the applications on time, help the individual use that choice as a piece of her or his individual "puzzle" in the self-evaluation process.)</i></p>	<p>8. Spokespersons report to the class a problem area and an effective interview skill from one of the two interviews. Students (in large group) discuss whether or not they agree with each groups' choices. If there is disagreement, the rationale for disagreeing must be presented.</p> <p>9. Students will, as a group, decide if Marvin or Raven (or neither) will get the job based on the information provided in the scenario.</p> <p>10. Students will complete two job applications and return them within two days.</p>
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### Teacher Follow-Up Activities

The counselor will give the teacher envelopes to collect the applications; the teacher will remind the students of the assignment and possibly give class time to work on the applications. (This would work well in a communication arts class or careers class).

### Counselor reflection notes

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## Activity Sheet: Applications

### Instructions for Review of Completed Applications

*These instructions for the review and evaluation of Raven Stone's and Marvin Smith's applications: Read each application and highlight in yellow the **incorrect** parts of each application and highlight in green the **correct** parts of each application. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin completed their applications. Use this page to make your comparisons and to write the summary of your evaluation of the applications.*

## Happy Hamburger House Job Application

*Please print (use blue or black ink) or type.***Name**

<b>Last</b>	Stone	<b>First</b>	Raven	<b>MI</b>	M
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**Address**

<b>Number</b>	307	<b>Street</b>	Maple Avenue	<b>City</b>	Anytown	<b>State</b>	MO
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**Phone**

<b>Daytime phone</b>	555-1234	<b>Evening phone</b>	
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**Position**

<input type="checkbox"/> <b>Full-time</b>	<input checked="" type="checkbox"/> <b>Evenings</b>	<input type="checkbox"/> <b>Days</b>	<input type="checkbox"/> <b>Any</b>
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 E. 11 <sup>th</sup> Anytown, MO		
Middle/Jr. High	456 E. 11 <sup>th</sup> Anytown, MO		
High School	456 E 11 <sup>th</sup> Anytown, MO		May 2005
Post Secondary			
Other			

**Are you planning any more schooling? If yes, explain.** Yes, going to college in the fall.**Previous Employment (from most recent)**

Company Name	From mo/yr mo/yr	To	Supervisor	Job/ Responsibility
Mr. and Mrs. Conner	6/03			Babysat/Take care of their son

**Why did you leave your last job?** \_\_\_\_\_**May we contact your previous supervisors?** \_\_\_\_\_**Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)**

I have babysat and can fix food for the child I sit with. I want to major in restaurant and hotel management someday.
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\_\_\_\_\_  
*Raven M. Stone***Signature**\_\_\_\_\_  
*4-15-2007***Date**

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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## Happy Hamburger House Job Application

*Please print (use blue or black ink) or type.***Name**

<b>Last</b> Smith	<b>First</b> Marvin	<b>MI</b> L
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**Address**

<b>Number</b> 703	<b>Street</b> Birch Lane	<b>City</b> Anytown	<b>State</b> MO
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**Phone**

<b>Daytime phone</b> 555-123-4321	<b>Evening phone</b> 555-123-4321
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**Position**

<input checked="" type="checkbox"/> <b>Full-time</b>	<input type="checkbox"/> <b>Evenings</b>	<input type="checkbox"/> <b>Days</b>	<input type="checkbox"/> <b>Any</b>
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 11 <sup>th</sup> Anytown, MO	Not applicable	Not applicable
Middle/Jr. High	456 11 <sup>th</sup> Anytown, MO	Not applicable	Not applicable
High School	456 11 <sup>th</sup> Anytown, MO	Not applicable	Expected May 2005
Post Secondary	Not applicable	Not applicable	Not applicable
Other			

Are you planning any more schooling? If yes, explain At this time I am not sure.**Previous Employment (from most recent)**

Company Name	From mo/yr	To mo/yr	Supervisor	Job/ Responsibility
None				

Why did you leave your last job? Not applicable

May we contact your previous supervisors? \_\_\_\_\_

**Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)**

I am very involved in school and I like to have good grades. I've never worked anywhere before.

Marvin Smith 4-15-205



Signature

Date

## **Activity Sheet: “Interview Scenario” for Raven Stone Seeking Employment with Happy Hamburger House**

*Instructions for Raven Stone’s and Marvin Smith’s interviews: Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Raven wanted a job at Happy Hamburger House. She had decided she needed to work during the summer in order to earn some spending money for college in the fall. Raven was dreaming of going to college and having a career in restaurant and hotel management. She had never worked except for the occasional babysitting job and was excited to be interviewing for a “regular” job doing something in the area she was considering as a career.

Raven had never interviewed for a job and asked some of her friends who worked at Happy Hamburger House what to expect during the interview. She felt confident about the interview after talking with her friend, Marcus, who had been the “Employee of the Month” recently.

Raven had an interview appointment after school at 4:00 and she went home after school to shower and change clothes before going to the interview. Raven put on a nice pair of slacks, a blouse tucked in with a belt and pulled her hair up into a ponytail.

Raven arrived 10 minutes late for the interview because of the time she had taken to go home and change. Mr. Langley, the manager, was waiting for her when she arrived and she greeted him with a smile and a handshake. Mr. Langley invited her to his office. Raven sat slouched down in the chair offered to her.

*Mr. Langley:* “Raven, I could not help but notice that you are 10 minutes late for the interview. Could you explain why you are late?”

*Raven:* “Well I went home to change after school and it took me longer than I thought it would.”

*Mr. Langley:* “Being to work on time will be important, are you going to be able to get to work on time?”

*Raven:* “I should be able to.”

*Mr. Langley:* “Raven, why do you want to work here at Happy Hamburger House?”

*Raven:* “Well Mr. Langley, I am going to go to school in the fall where I plan to major in the restaurant and hotel management program. I think that working here will give me some experience to help me in my future career.”

*Mr. Langley:* “It sounds like you have future plans. Let’s talk about what you are doing now. What is your school attendance and grades like?”

*Raven:* “I get to school when I can, I have a lot of sinus infections and just don’t feel like going to school. I have been on the honor roll 1 out of 3 quarters. I really don’t do much extra at school.”

*Mr. Langley:* “Do you think this job will create problems for you getting your academic work done?”

*Raven:* “I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it.”

*Mr. Langley:* “Do you have any experience or knowledge to share with me concerning the fast food business?”

*Raven:* “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with Marcus about his work experience here and feel that I know what the job would be like and could do it.”

*Mr. Langley:* “When would you be able to work?”

*Raven:* “I have discussed it with my parents and I can work after school 3 days a week and on Saturdays.”

*Mr. Langley:* “Who is Mr. & Mrs. Conner on your reference list?”

*Raven:* “I have babysat their little boy on several occasions.”

*Mr. Langley:* “I will probably contact them, will that be a problem?”

*Raven:* “I don’t think so. It’s just that I haven’t sat for them since their son broke his arm when I babysat for them last time. He was jumping out of a tree while I was on the phone talking to a friend.”

*Mr. Langley:* “Oh, I see. Do you have any questions for me?”

*Raven:* “I was wondering how much money I would be making?”

*Mr. Langley:* “It will be minimum wage. Do you have any other questions?”

*Raven:* “No, I don’t think so.”

*Mr. Langley:* “Thank you for coming in.”

*Raven:* “You’re welcome.”

## **Activity Sheet:” Interview Scenario” for Marvin Smith Seeking Employment with Happy Hamburger House**

*Instructions for Raven Stone’s and Marvin Smith’s interviews: Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Marvin wanted a job at Happy Hamburger House. He had decided he needed to work in order to earn some spending money. He was looking at Happy Hamburger House because several of his friends worked there.

Marvin had never interviewed for a job before and asked some of his friends who worked at Happy Hamburger House what to expect during the interview. He got a lot of different answers. Most of his friends said the pay was good and that they did as little as they could when Mr. Langley the manager wasn’t there to supervise. Marvin liked the sound of that because he was looking to make some money without having to do much or give up his weekend time. He wasn’t going to have a lot of time to study outside of school if he worked every night and he didn’t really want to have to work hard for the money.

Marvin had an interview appointment after school at 3:30 so he wore what he wore to school that day to the interview. Marvin was dressed in jeans with holes in the knees, a faded t-shirt and his favorite pair of sneakers.

Marvin arrived 5 minutes early for the interview and waited for Mr. Langley, the manager, to come get him for the interview. When Mr. Langley came to get him Marvin stood up and greeted him with a smile and a handshake. Mr. Langley invited him to his office. Marvin slouched down in the chair offered to him at first, but soon sat straight up.

*Mr. Langley:* “Marvin, why do you want to work here at Happy Hamburger House?”

*Marvin:* “Well Mr. Langley I am looking to make a little money to spend.”

*Mr. Langley:* “Let’s talk about what you are doing now. What is your school attendance and grades like?”

*Marvin:* “I have missed 5 days of school this year and I have been on the honor roll 2 out of 3 quarters. I’ve got Chemistry and it’s been kind of difficult this semester. I really enjoy school because I am involved in three organizations and hold an office in one of them.”

*Mr. Langley:* “Do you think this job will create problems for you getting your academic work done or hinder you from being involved in your organizations?”

*Marvin:* “I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it.”

*Mr. Langley:* “Do you have any experience or knowledge to share with me concerning the fast food business?”

*Marvin:* “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with several of my friends and they say it’s an okay place to work.”

*Mr. Langley:* “Who are your friends that you talked to?”

*Marvin:* “I’d rather not say.”

*Mr. Langley:* “Okay. When would you be able to work?”

*Marvin:* “I can work after school 5 days a week, but I prefer not to work weekends at all.”

*Mr. Langley:* “Do you have any references?”

*Marvin:* “References? No, I don’t have any except my friends that work here.”

*Mr. Langley:* “Okay. Do you have any questions for me?”

*Marvin:* “When will I know if I’ve been hired?”

*Mr. Langley:* “I am hoping to hire someone in the next 3 days. I will call you one way or the other. Thank you for coming in.”

*Marvin:* “Thank you for your time and consideration.”

<b>Unit # 2 Title:</b> Using Job-Seeking Skills	
<b>Lesson Title:</b> Who Will Get the Job?(Part 2)	<b>Lesson:</b> 2 of 2
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 50 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success	
<b>Grade Level Expectation (GLE):</b> CD.9.A.07.a.i: Utilize information about personal, ethical, and work habit skills to enhance individual student success. CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.	
<b>American School Counselor Association Standard (ASCA):</b> Career Development: C: Students will understand the relationship between personal qualities, education, training and the world of work.	

**Materials and Resources (include handouts or supporting documents)**

Completed job applications (two) from the local business community (see Lesson 1), Activity Sheet: "Interview Checklist" paper and pencil.
--

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups
X	Science	Process of scientific inquiry

	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

### Lesson Assessment (acceptable evidence):

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>Students will demonstrate their ability to identify interview skills that lead to success in the job-seeking process by participating in/observing an interview with an employer. During observation, students will use a checklist to validate their ability to identify the use of effective interview skills.</p>
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### Lesson Preparation

<p><b>Essential Questions:</b></p> <p>What makes the difference between who gets a job and who doesn't?</p> <p>Would you "get the job?"</p> <p><b>Engagement:</b></p> <p>Who will be interviewing for a job today?</p> <p>Who will get the job?</p>
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### Procedures

<p><b>Instructor's Procedures:</b></p> <p><i>(Note: be cautious about setting students who have been selected apart from those who have not been selected – Remember, one of middle schoolers' priorities is peer-approval.)</i></p> <ol style="list-style-type: none"> <li>After asking the "hook" questions," and hearing student responses, ask "Is being appropriately dressed enough to get you a job or is there more to it?"</li> <li>Outline the interviewing procedure for students: A total of six interviews will be conducted (each interviewer will interview three students). The interviews will last no more than five minutes each. As interviews are being conducted, observers will complete the Activity Sheet "Interview</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students will respond to the questions.</li> </ol> <p>(Students will know beforehand who will be interviewed and are to come prepared to have someone interview them if told they have been chosen.)</p> <ol style="list-style-type: none"> <li>Students will ask clarifying questions.</li> </ol>
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<p>Checklist”, including the Overall Impressions section.</p> <p>Specific Procedures:</p> <ol style="list-style-type: none"> <li>3. Give each student and the interviewers copies of the Activity Sheet “Interview Checklist”. Interviewers will receive 3 Interview Checklists; students who will not be interviewed will be given six checklists and those who will be interviewed, at least three and at the most five.</li> <li>4. Interviews: The students who will be interviewed by each employer will be assigned to be 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup></li> <li>5. First Round: Employer # 1: The student to be interviewed 1<sup>st</sup>,” will remain in classroom; the 2<sup>nd</sup> and 3<sup>rd</sup> students to be interviewed will wait outside the classroom until they are called in for their interviews. Students who are not being interviewed will be observers.</li> <li>6. Each interview will last no more than five (5) minutes. Let the employers know when the five minutes are up. Observers and interviewer will complete the first checklist and get a checklist ready for the next interview.</li> <li>7. Second Round: Employer # 2: Follow the above procedures.</li> <li>8. When all the interviews are completed, the employers will meet for 8-10 minutes with the three students they interviewed in a separate space (e.g. hallway, corner of classroom). The employer will give his or her interviewees general feedback about the process and students’ interviewing skills.</li> <li>9. While interviewees and interviewers are meeting, observers will review their</li> </ol>	<ol style="list-style-type: none"> <li>3. Students will review the “Interview Checklist” and ask clarifying questions. They will complete the checklist during each interview they observe.</li> <li>4. Students interviewing for a specific job will sit outside the classroom until they are called in for their interview. Students not interviewing will complete a checklist during each interview.</li> <li>5. Students will start a new checklist each time a new interview is begun; students who have been interviewed will begin completing checklists.</li> <li>6. Students will complete Interview Checklists for each interview.</li> <li>7. Students will follow same procedures!</li> <li>8. Students who participated as interviewees, will meet with the employer who interviewed them.</li> <li>9. Students will go over their checklists to see which student demonstrated</li> </ol>
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<p>completed checklists and decide who will get the job based on the interview checklist.</p> <p>10. The group will be brought back together and the interviewers will give their insight into how the students did as a whole on completing job applications and interviewing.</p> <p>11. Students will be told who gets the job. Emphasize the importance of reflecting on the process rather than reacting to it, i.e., rather than feeling rejected if one did not get the job, reject rejection and use the information gained to “pick yourself up and start all over again”!</p> <p>12. Have students write a group and/or individual notes of appreciation to the employers. You may want to write a note to students who were interviewed acknowledging their courage and commitment, again – remembering that many middle schoolers aren’t keen on public recognition of success ... but will treasure “private words” of acknowledgement.</p> <p>13. Closure: Ask students to write a brief reflective paper that incorporates the past, present and future, e.g., before this lesson, I ..... During the lesson and the interviews, I ..... In order to be sure I get the job I want, I will ....! Add writing to student’s Personal Plan of Study/Career Portfolio.</p>	<p>appropriate interviewing skills and would be most likely to get the job based on the checklist and what the interviewers have to say about appropriate interviewing skills and completing job applications.</p> <p>10. In the large group, general feedback, (no specific student feedback) will be given.</p> <p>11. Students will begin the reflection process.</p> <p>12. Write notes of appreciation to employers.</p> <p>13. Write the reflection/projection paper – include in Personal Plan of Study/Career Portfolio.</p>
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### Teacher Follow-Up Activities

<p>The instructor will ask the teacher to encourage good interpersonal and academic skills within the classroom and reinforce how those skills will be important in applying for and obtaining a job.</p>
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**Counselor reflection notes**

## Activity Sheet: Interview Checklist

Applicant: \_\_\_\_\_ Reviewed by: \_\_\_\_\_

Circle each action demonstrated and indicate who initiated the action: **I** for **Interviewer** and **A** for **Applicant**

### First Impressions:

\_\_\_\_\_ Handshake (firm)      \_\_\_\_\_ Smile      \_\_\_\_\_ Eye contact

\_\_\_\_\_ Dressed appropriately (clean, neat and well-groomed)

\_\_\_\_\_ “Attentive” posture (Stood and sat up straight)

### Attitude:

Applicant’s attitude was: \_\_\_\_\_ Positive      \_\_\_\_\_ Indifferent      \_\_\_\_\_ Poor

Applicant’s energy level was: \_\_\_\_\_ Enthusiastic      \_\_\_\_\_ Good      \_\_\_\_\_ Poor

### Stress Level of Applicant:

\_\_\_\_\_ Hands relaxed (not clenched)      \_\_\_\_\_ Appeared relaxed and calm

\_\_\_\_\_ Did not play with hair, clothing, bite nails or fidget

### Substance of Interview:

\_\_\_\_\_ Applicant nodded head or gave other nonverbal cues to show he or she was engaged in the interview.

\_\_\_\_\_ Applicant answered questions as though involved in a normal conversation.

\_\_\_\_\_ Applicant asked questions that were pertinent to situation.

### Ending the Interview:

\_\_\_\_\_ Applicant honored end of interview by: \_\_\_\_\_ Making eye contact with interviewer

\_\_\_\_\_ Firmly shaking the interviewer’s hand      \_\_\_\_\_ Thanking the interviewer.

### Overall impressions of interview:

Write a sentence or two describing your impressions/feelings/thoughts about the interview from the perspective of the **interviewer**, the **interviewee**, yourself as a neutral **observer**.

**Unit # 1 Title:**How Does Who I Am Relate to Planning for  
High School and Beyond?

**Grade Level:** 8

*Note: This Unit is “Under Construction” It is the culminating Performance Event for the Middle School Career Development Strand. Additional materials and process will be added as we receive feedback during the 2006-2007 Academic year.*

**Number of Lessons in Unit:** 3

**Time Required:** 50 Minutes

**Lesson Titles:**

**Lesson 1:** Putting It All Together: The Personal Plan of Study (Part 1)

**Materials/Special Preparation**

A geologic map of California (the map may be any kind [climatic, hydrologic, topographic] anything but a highway map; the State may be any state EXCEPT New York)

A highway map of the United States and a puzzle with a picture of a New England community (A puzzle of “Sleepy Hollow” would be ideal in relationship to Tarrytown, New York)

Students’ Personal Plan of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed Activity Sheets, assessment results and reflection “papers”. The availability of this cumulative information is a key to the effectiveness of the strategies in this Unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

**Lesson 2:** Putting It All Together: The Personal Plan of Study (Part 2)

**Materials/Special Preparation**

Students’ Personal Plan of Study/Career Portfolio

Completed Activity Sheet: “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future”

Activity Sheet: “The Pieces of Our Puzzles: Our Discoveries”

Activity Sheet: “The Pieces of My Puzzle: My Discoveries”

**Lesson 3:** Putting It All Together: The Personal Plan of Study (Part 3)

**Materials/Special Preparation**

Activity Sheet: “Setting Priorities The Turtle Bay Way”

Activity Sheet: Consider This ...

Activity Sheet: Personal Plan Of Study

Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information

**Missouri Comprehensive Guidance Standard:**

- CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals  
CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education  
CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation:**

- CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.  
CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.  
CD.7.C.08.a.i: Identify personal contributions made to school and community.  
CD.8.A.08.a.i: Compare personal interests with career and educational information.  
CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.  
CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student's educational career plan.  
CD.9.B.08.a.i: Utilize a portfolio of Middle School/Junior High School academic and work experience.

**American School Counselor Association National Standard (ASCA):**

**Career Development**

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.  
C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Time Required:** Varies according to the instruments used

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

### **Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

The culminating performance event for the Middle School Career Development Strand is a presentation by each student of his or her “My Design for My Life” and “My Personal Plan of Study”. The students will identify their “cheering section” – a small group of their strongest supporters e. g, parents, a favorite aunt, a middle school teacher, an elementary teacher, a school staff person (e.g. a custodian) and, of course, the Counselor! The student will creatively design the materials and the delivery method for the presentation. The materials will demonstrate the student’s written communication skills, (using writing standards specified by the Communication Arts department), the ability to organize documents so they are easily accessible, creative and critical thinking ability. The presentation will demonstrate the student’s ability to utilize technology, to orally communicate ideas in an engaging manner. Content will reflect the students: understanding and will answer the following questions: re: “My Design for My Life”: What do I want for me and my life (My mission and purpose)? What “thumbprint” do I want to leave via my personal contributions to my family, school and community (my philosophy about living in a global community). How does my work/occupation fit my design for my life? Re: “My Personal Plan of Study”: What skills and experiences have I had that would be valuable to employers and to employability in general, especially in my current career path of interest? Where can I go (now and in the future) to find information related to occupations that fit my interests and abilities? How do my skills, talents, and experience relate to academic/career planning? How do the Career Paths relate to my academic/career planning? How can I use my portfolio to help me retain, retrieve and review new data/information about myself and career paths and career clusters. How can I use that information to review/rethink and refine/revise “My Personal Plan of Study” regularly and systematically in high school (and beyond)

### **Brief Summary of Unit:**

The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year educational plan that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.

### **Unit Goals:**

Students will identify personal interests, academic strengths, and abilities. They will review Career Paths and careers within those paths that are specific to the students’ interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

### **Students’ Prior Knowledge:**

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for eighth graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength,
Limitation		
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

**Unit # 1 Title:** How Does Who I Am Relate to Planning for High School and Beyond?

**Lesson Title:** Putting It All Together: The Personal Plan of Study (Part 1)      **Lesson:** 1 of 3

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation (GLE):**

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08.a.i: Compare personal interests with career and educational information.

CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student's educational career plan.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

A geologic map of California (the map may be any kind [climatic, hydrologic, topographic] anything but a highway map; the State may be any state EXCEPT New York)

A highway map of the United States and a puzzle with a picture of a New England community (A puzzle of "Sleepy Hollow" would be ideal in relationship to Tarrytown, New York)

Students' Personal Plan of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed Activity Sheets, assessment results and reflection "papers". The availability of this cumulative information is a key to the effectiveness of the strategies in this Unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.



**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing skills
X Mathematics	Math skills; data analysis
	Social Studies
X Science	Science skills; scientific inquiry
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Students will collect and organize their completed self-information and reflection materials (as specified by the counselor); Students will complete the first two areas of the "Back to the Future ...." Activity Sheet.
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**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>Life is a puzzle – A puzzle we create and put together for ourselves. Picture Your Ideal Life! What picture do you want the pieces of YOUR life's puzzle to create? How can YOU shape and put together the pieces of your life's puzzle to make your ideal life?</p> <p><b>Engagement (Hook):</b></p> <p>Enter the classroom with an enlarged topical map of California and a puzzle box filled with disparate puzzle pieces. Say something like: "Who can help me get to Tarrytown, New York? I have a map and a puzzle that, I hope, will make a picture of Tarrytown. I don't</p>
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know why I can't figure out how to get where I want to go...I've looked at the map over and over and tried to put the picture puzzle together—I still can't get to Tarrytown, New York!

(Hide a roadmap of the United States and a picture puzzle of a New England community (A "Legend of Sleepy Hollow" puzzle would be ideal)

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Arrange for students to have their Personal Plan of Study/Career Portfolios accessible throughout this unit.</li> <li>2. Introduce this Unit to students by asking for help getting to Tarrytown, NY. If necessary, lead conversation to students telling you that you have the wrong kind of map and the puzzle pieces are from different kinds of puzzles and they won't fit together.</li> <li>3. Make the following points via a conversation with students. <ul style="list-style-type: none"> <li>• When planning a trip to an unknown destination, how do you know where to go?</li> <li>• What are some places or ways you can get that information?</li> <li>• Which methods and/or sources seem better than others FOR YOU?</li> <li>• No matter where you are going, the key to arriving at your destination is planning.</li> <li>• People often spend more time planning a 2 week vacation than they do planning their lives</li> </ul> </li> <li>4. Continue: This Comprehensive Guidance Unit will help you become a proactive participant in your own life planning. During the next three lessons, I am going to be your guide and you will be the explorers – Together we are going to bring the pieces of your life's puzzle together into a meaningful picture for you – and then you will develop a Personal Plan of Study that will guide your way on toward</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will have Personal Plan of Study/Career Portfolio available for use throughout this Unit.</li> <li>2. Complete the career interest inventory.</li> <li>3. Students will sit in a circle or another configuration that will allow them to engage in conversation. The conversation is intended to involve everyone and everyone is expected to contribute ideas, questions, opinions ...</li> <li>4. Students will be provided the opportunity to contribute their ideas and to ask questions.</li> </ol>

<p>the ideal picture you want your pieces to make.</p> <p>5. The final event will be your presentation of your Personal Plan of Study to a small group of your greatest supporters: people such as, your parents, your favorite aunt, a good friend, a favorite teacher and your counselor. On the first page of your portfolio, write the names of people you MAY want to include in your cheering section.</p> <p>6. ARE YOU READY?? Then LET’S GET ON THE ROAD AND GO—toward your ideal life. Be sure to bring your puzzle pieces ... you will need them to help you reflect/refine/revise your choices as we travel!</p> <p>7. Leaf through your Portfolio – it contains a wealth of information about what you have been thinking and feeling along your journey. All of this information will contribute to your decision-making about careers and courses of study. For example, when considering what career path you want to follow or what classes you want to take in high school, planning is important. Having information from assessments such as a career interest inventory and achievement test scores, can be a starting point for planning. You have those results in your Portfolio.</p> <p>8. We are going to review those pieces of your puzzle, create some new ones and gradually put them all together so you can envision you living your ideal life—AND developing a Personal Plan of Study that will take you there!.</p> <p>9. The first step is “kinda” boring for some of us... but we have to do it ...ORGANIZE. Review your portfolio pieces and make sure that you have the following</p>	<p>5. Students will develop a tentative list of people they will include in their cheering section.</p> <p>6. Students will respond with “I’m Ready – Let’s Go!” or some other chant to demonstrate the liveliness of the process.</p> <p>7. Students will look through the materials in their Portfolios.</p> <p>8. Students will ask questions and/or contribute ideas/opinions about using the information.</p> <p>9. The Resource: “Portfolio Checklist” will guide the organization of the students’ portfolios. Students will work at desks or tables and begin sorting the materials</p>
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<p>information readily available: The Resource: “Portfolio Checklist” will help you identify and organize into categories information about yourself based on assessment processes developed by others and your own assessment of yourself via reflections.</p> <p>Take about 10 minutes to begin the process of reviewing and organize the current contents of your portfolio now.</p> <p>10. Distribute Activity Sheet “Back to the Future ....” Another important part of planning for the future is thinking about the past. The Activity Sheet “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future” will help you remember some of the activities you loved doing earlier ... but perhaps have forgotten! Give students time to read the “prompts” on the Activity Sheet.</p> <p>11. Explain each section of the Activity Sheet. Encourage students to thoughtfully reflect on their lives at each grade level and to be as thorough as possible when capturing their memories --- Ask: What questions came to your mind as we were going through the Activity Sheet?</p> <p>12. Work through the first column (Kindergarten) with students – Help students have fun with their memory scanning. Tell students that between this guidance lesson and the next guidance lesson, complete the “Memory Magnifiers. During our next lesson we will continue the journey!</p>	<p>they have (some students are born “organizers” and will have their materials organized – use their expertise to help other students).</p> <p>10. Students will read the “prompts” on the Activity Sheet and ask questions or contribute comments that will help clarify the items.</p> <p>11. Students will follow the counselor’s explanation and ask questions to strengthen understanding of the task.</p> <p>12. Students will explain what they will be doing before the next guidance lesson (organizing the information in their Portfolios and completing the Activity Sheet)</p>
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### Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Encourage classroom teachers to allow students to work on “Memory Magnifiers” during “discretionary” class-time as appropriate.

**Counselor reflection notes (completed after the lesson)**

## **RESOURCE: PORTFOLIO CONTENTS CHECKLIST**

The “items” in the following list will be used during the process of “Putting the Pieces Together: Developing a Personal Plan of Study” Unit. You may have included other items in your portfolio (e.g. a reflection paper you completed in 5<sup>th</sup> grade) to include. This list is to help you begin the process of reflection and is not intended as “MUST have” items:

### **Completed Activity Sheets AND Reflections**

#### **Grade Level: 6**

- ☐ Career Path Student Surveys
- ☐ Worker Interview
- ☐ It's All About Me!
- ☐ Ethical Dilemma Scenarios
- ☐
- ☐

#### **Grade Level: 7**

- ☐ Interview Checklist
- ☐ Who I Am...
- ☐ Researching a Career
- ☐ Map It Out concept map
- ☐
- ☐

### **Results of Achievement, Aptitude, Interest Assessments AND Reflections**

#### **Interest Inventories**

<b>Dates</b>	<b>Name of Inventory</b>
<b>Results</b>	

#### **Achievement Test Scores (Middle School)**

<b>Dates</b>	<b>Name of Achievement Test</b>
<b>Results</b>	

**Aptitude Assessments (include Job Shadowing experiences)**

<b>Dates</b>	<b>Name of Assessment/Experience</b>	<b>Results</b>
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**Reflection Papers/Paragraphs/Experiences**

<b>Dates</b>	<b>Title of "Item"</b>	<b>Results</b>
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**Other Items Your Teacher and/or Counselor specify:**

- ☐ **Item:**
- ☐ **Item:**
- ☐ **Item**
- ☐ **Item:**
- ☐ **Item**
- ☐ **Item:**
- ☐ **Item**

## Activity Sheet "Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future"

Developed by Carolyn S. Magnuson

Based on ideas gleaned through 35 years of learning from Sidney Simon (Values and Teaching) Richard Bolles, (What Color is Your Parachute), Jack Canfield (Self-Esteem Facilitator Training) and my long-time colleague and friend Ron Litherland (Lincoln University). At this point in my life it is difficult to know what came from whom—however, I give them each credit –they are a part of the whole!

The following requires a memory scan – get out your magic memory magnifiers and think back to the time you were in Kindergarten, then 3<sup>rd</sup> grade, then 5<sup>th</sup> grade—pick up the pieces of your puzzle and bring them forward to your planning in the present.

<b>SCAN YOUR MEMORY</b>	<b>Kindergarten</b>	<b>3<sup>rd</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
Where I Lived				
When I Grow Up I Want to Be ... What did you imagine yourself doing: as work, at home, at "play" Write as many as you can remember –Don't worry if you can't remember everything!)				
I Really Enjoyed .... What did you really enjoy doing? Collect baseball cards, fix up your room, help your mother when she volunteered, being the leader of a club				
I was/am "good" at ... What school areas did/do you really like and consider yourself able to do fairly well?				
Things that are really important to me are... What did/do you really value for you and your life e.g., honesty, taking care of others, being fair				
Social Responsibility and Community Action: To make our global community better and as a socially responsible person, for what have you taken (or would like to take) a stand or action? e. g., Speaking out about pet abandonment or discrimination of other human beings.				



**Unit # 1 Title:** How Does Who I Am Relate to Planning for High School and Beyond?

**Lesson Title:** Putting It All Together: The Personal Plan of Study (Part 2)      **Lesson:** 2 of 3

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation (GLE):**

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08.a.i: Compare personal interests with career and educational information.

CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student's educational career plan.

**American School Counselor Association National Standard (ASCA):**

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A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Students' Personal Plan of Study/Career Portfolio

Completed Activity Sheet: "Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future"

Activity Sheet: "The Pieces of Our Puzzles: Our Discoveries"

Activity Sheet: "The Pieces of My Puzzle: My Discoveries"

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.

X	Goal 4: make decisions and act as responsible members of society
	1. Explain reasoning and identify information used to support decisions.
	5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.
	8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

	Communication Arts	
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.  
Assessment can be question answer, performance activity, etc.**

Students will have an “organized” Personal Plan of Study/Career Portfolio. They will use their completed Activity Sheet: “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future” and information in their Portfolios to develop a synthesis of the “puzzle pieces” from their past. Small group discussion (see Activity Sheet: “The Pieces of Our Puzzles—Discussion Guide) will help students narrow information and will provide background knowledge that will aid in their bringing shape to their discoveries (see Activity Sheet: “The Pieces of My Puzzle: My Discoveries”

**Lesson Preparation**

**Essential Questions:**

How can I (you) “control” my (your) own future?

**Engagement (Hook):**

Arrive in class with a United States of America roadmap that shows highways from California to New York and a picture puzzle showing a New England town (*Legend of Sleepy Hollow* puzzle if Tarrytown, New York is your destination). “WOW! It surely will be easier to get to Tarrytown now that I have the right kind of map and puzzle pieces that fit together to let me see where I am going.”

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Ask students to relate “hook” statements to their own goals and plans; e.g. having a goal that is clear that “fits” with who I am makes it easier to develop a plan for getting there!. Explain that during this lesson, they will be putting more of the pieces of their puzzles together. They will be using their completed “Back to the Future ...” Activity Sheets” to describe and prioritize what they want their completed puzzles to be and in the next lesson will be considering the results of the assessments they’ve completed during middle school and comparing all of the data (information) they have completed about themselves to create their “Design for My Life” and “My Personal Plan of Study”.</li> <li>2. Using the completed Activity Sheet: “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From Then to Now to the Future” students will be able to answer the question: “What did you learn about yourself using your “magical memory magnifiers” to go back in time?</li> <li>3. Allow about 12 minutes for students to work in groups of 3 or 4 and discuss their memory scans with peers. Guide their discussion by going through the Activity Sheet one row at a time: For each row guide students to discuss several of the following questions:                         <ul style="list-style-type: none"> <li>• How have you changed/stayed the same since Kindergarten in this area?</li> <li>• What patterns appeared?</li> <li>• How have interests changed?</li> <li>• What stands out the most?</li> <li>• What is the most surprising?</li> <li>• What similarities/differences are there among group members’ memories?</li> <li>• (see Activity Sheet: “The Pieces of Our Puzzles—Discussion Guide)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students will volunteer responses that indicate an awareness of the need to establish one’s own goals and to develop plans to get to their goals.</li> <li>2. Students will volunteer to identify 1 or 2 “things” they learned and/or discovered about themselves.</li> <li>3. Students will work in groups to reflect on their memory scans and what they want to bring forward to the future as they create “Design For My Life”</li> </ol>

<p>4. Ask for 3 or 4 students to tell the rest of the class one discovery that was surprising.</p> <p>5. Working individually, students will complete the Activity Sheet: “The Pieces of My Puzzle: My Discoveries” which is intended to synthesize students discoveries.</p> <p><i>(NOTE: Plan to have students complete the items in more than one sitting – otherwise the task will become tortuous rather than joyous!)</i></p> <p>6. As this guidance lesson closes, preview the next lesson. They will be:</p> <ul style="list-style-type: none"> <li>• Prioritizing their lists from the Activity Sheet “The Pieces of My Puzzle: My Discoveries”</li> <li>• Reviewing the results of assessment tools such as, career interest inventories, achievement test scores, world of work explorations and reflections.</li> </ul> <p>Ultimately, students will evaluate the results of all their explorations relate to Career Paths of interest and/or career choices. They will be investigating the classes needed in high school and post-high school that will help them fulfill their life and career goals. Post-secondary education and training requirements for occupations in their career paths of interest will be considered when completing “My Personal Plan of Study”</p> <p>7. Remind students to complete their “The Pieces of My Puzzle....” Activity Sheet before the next guidance lesson.</p>	<p>4. After working in small groups, all students will identify a discovery that was surprising. Three or four students will volunteer to publicly share their ideas.</p> <p>5. Students will work individually to complete the listings of their discoveries.</p> <p>6. Students will make sure they have the assessments mentioned and if not, will work with the counselor to obtain self-information from other sources.</p> <p>7. Students will put the Activity Sheet with their other “take-home” materials.</p>
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### Teacher Follow-Up Activities

<p>Teachers may follow up in an advisory capacity, helping students with the high school planning process. Encourage teachers to “allow” students to complete their “Pieces of My Puzzle” Activity Sheet.</p>
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**Counselor reflection notes (completed after the lesson)**

## **Activity Sheet: “The Pieces of Our Puzzles—Discussion Guide**

The following will guide your small group discussion of your memory scans. Your counselor will identify the questions everyone will discuss – however, you and your peers may decide to discuss other questions in addition to those your counselor identifies.

**Where have you lived? Which place was your favorite? What made it your favorite?**

**When I Grow Up I Want to Be ...What did you imagine yourself doing: as work, at home, at “play”**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

**I Really Enjoyed ... What did you really enjoy doing?**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

**I was/am “good” at ...What school areas did/do you really like and consider yourself able to do fairly well?**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

**Things that are really important to me are ...What did/do you really value for you and your life**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

**Social Responsibility and Community Action...To make our global community better and as a socially responsible person, for what have you taken (or would like to take) a stand or action?**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

## **Activity Sheet: “The Pieces of My Puzzle: My Discoveries”**

Developed by Carolyn S. Magnuson

This Activity Sheet will help you know more about the shape of the pieces of your puzzle. Respond to the following questions using the information (data) you have collected via such sources as your “Back to the Future....” Activity Sheet, discussions with your peers, and your own self-knowledge respond to the following thought-starters:

**Where have you lived? Which place was your favorite? What made it your favorite?**

**When I Grow Up I Want to Be ..... List a minimum of 11 “things” you have wanted to do in each area.**

**At Home (e.g., your ideal family, what you do in your “free time”)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**At Work (list at least 11 [total] work tasks/skills/responsibilities [this does *not* include specific occupations])**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |



**“Self” Time (List at least 11 ideas you have about what you want to do for yourself (sometimes called “leisure time” or hobbies. “Self-Time” can also include travel, learning new things)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**I Really Enjoyed ... (List at least 11 activities /achievements/experiences you really enjoy/enjoyed doing)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**I was/am “good” at (List at least 11 school-related skills/topics you really like/liked)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**Things that are really important to me are ... (List at least 11 “things” you value/valued for you and your life**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**I have strong feelings/beliefs about ..... (List at least 11 Actions/Stands you have taken/will take as a socially responsible person. This can include home, school, community)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**Unit # 1 Title:** How Does Who I Am Relate to Planning for High School and Beyond?

**Lesson Title:** Putting It All Together: The Personal Plan of Study (Part 3) **Lesson:** 3 of 3

**Grade Level:** 8

**Length of Lesson:** This lesson will require a minimum of two 50-minute sessions + time for students to plan and make their presentations to their “support group” (See Unit Assessment)

**Missouri Comprehensive Guidance Standards:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation (GLE):**

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.7.C.08.a.i: Identify personal contributions made to school and community.

CD.8.A.08.a.i: Compare personal interests with career and educational information.

CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student’s educational career plan.

CD.9.B.08.a.i: Utilize a portfolio of Middle School/Junior High School academic and work experience.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Activity Sheet: “Setting Priorities The Turtle Bay Way”

Activity Sheet: Consider This ...

Activity Sheet: Personal Plan Of Study

Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing skills
X	Mathematics	Data analysis
	Social Studies	
X	Science	Scientific inquiry
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b></p> <p>The culminating performance event for the Middle School Career Development Strand is a presentation by each student of his or her "My Design for My Life" and "My Personal Plan of Study". The students will identify their "cheering section" – a small group of their strongest supporters e. g., parents, a favorite aunt, a middle school teacher, an elementary teacher, a school staff person (e.g. a custodian) and, of course, the Counselor! The student will creatively design the materials and the delivery method for the presentation. The materials will demonstrate the student's written communication skills, (using writing standards specified by the Communication Arts department), the ability to organize documents so they are easily accessible, creative and critical thinking ability. The presentation will demonstrate the student's ability to utilize technology, to orally communicate ideas in an engaging manner. Content will reflect the students: understanding and will answer the following questions: re: "My Design for My Life": What do I want for me and my life (My mission and purpose)? What "thumbprint" do I want to leave via my personal contributions to my family, school and community (my philosophy about living in a global community). How does my work/occupation fit my design for my life? Re: "My Personal Plan of Study": What skills and</p>
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experiences have I had that would be valuable to employers and to employability in general, especially in my current career path of interest? Where can I go (now and in the future) to find information related to occupations that fit my interests and abilities? How do my skills, talents, and experience relate to academic/career planning? How do the Career Paths relate to my academic/career planning? How can I use my portfolio to help me retain, retrieve and review new data/information about myself and career paths and career clusters. How can I use that information to review/rethink and refine/revise “My Personal Plan of Study” regularly and systematically in high school (and beyond)

## Lesson Preparation

### Essential Questions:

So Many Pieces—So Many Options—How will I EVER be able to Make a choice. What do we mean when we talk about personal skills? Ethics? Academics? Work habits? How do these values and characteristics relate to planning for high school and beyond? How are high school courses related to academic/career goals?

### Engagement (Hook):

What information in your portfolio will help you prepare your Personal Plan of Study?

## Procedures

### Instructor Procedures:

*A Reminder: This lesson will require more than one classroom session. In order to make it the most meaningful for students, it will require 3-4 sessions. You are encouraged to work with your principal and colleagues to incorporate the lessons into a cooperative classroom experience.*

1. Introduce the essential questions and discuss the culminating unit task: Presenting their: “Design for My Future” and “My Personal Plan of Study” to their “cheering section” (parents, teacher, counselor, aunt, friend).
2. Tell students that the next steps in their journey will require several classroom guidance sessions. Facilitate students’ review of the steps they have taken to this point. Ask them to “get out” the following as you describe the use they have made and/or will make of each: Completed Activity Sheets:
  - “Back to the Future...”, (will serve as a

### Student Involvement:

1. Question and answer session; group discussion.
2. Students will “get out” the materials as they are described.

<p>reminder of the importance of thinking about the past) and</p> <ul style="list-style-type: none"> <li>• The Pieces of My Puzzle...”(to be used during this session to establish priorities to consider while they are designing their future, including, choosing a career).</li> </ul> <p>3. The next step is to determine personal preferences and priorities. Introduce the “Turtle Bay” process to students (See Activity Sheet: “Setting Priorities The Turtle Bay Way” -- <i>NOTE!! This can be a confusing process – however, once you have done it, the process is an easy way to compare and prioritize lists.</i>) Students will need one “Turtle Bay” Activity Sheet for each category they will be prioritizing:</p> <ul style="list-style-type: none"> <li>• Home Activities</li> <li>• Work Activities</li> <li>• Self-Time Activities</li> <li>• Enjoyable Activities</li> <li>• “Good-Ats”</li> <li>• Values</li> <li>• Social Responsibility Actions</li> </ul> <p>4. When students have prioritized their lists, have them write a 1-2 page narrative titled “My Design for My Life” (This will be a rough draft copy and will be refined as a part of the culminating presentation).</p> <p>5. The next step is to review and summarize information about self as measured by:</p> <ul style="list-style-type: none"> <li>• Interest Inventories, Achievement Tests, Aptitude measures,</li> <li>• Grades</li> <li>• Participation classes and school activities</li> <li>• Reflections of work exploration experiences, e.g. job shadowing, worker interviews, observations of workers.</li> </ul> <p>6. After reviewing the information they have collected about themselves via many data</p>	<p>3. Students will write the “items” they listed in each category of the “The Pieces of My Puzzle” Activity Sheet on a “Turtle Bay” prioritizing Activity Sheet (one Activity Sheet for each category) and proceed with the prioritization process.</p> <p>4. When students have prioritized their lists, have them write a 1-2 page narrative titled “My Design for My Life” (This will be a rough draft copy and will be refined as a part of the culminating presentation).</p> <p>5. Students will review portfolios to determine what information might be pertinent in the Personal Plan of Study building process.</p> <p>6. Students will review and make “rough” summary notes about the information.</p>
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<p>sources, have students create a grid to compare 9 or 10 of the occupations they are considering with the transferable/functional work-related factors (e.g. being able to afford a sports car; using my creativity in my work) that have emerged as high priorities for them as they have gathered the pieces of their life-puzzle. Consider:</p> <ul style="list-style-type: none"> <li>• Self Knowledge (Discoveries, results of inventories and reflections)</li> <li>• World of Work Knowledge:</li> <li>• Job tasks &amp; responsibilities</li> <li>• Salary</li> <li>• Working Conditions</li> <li>• Opportunities for Advancement</li> <li>• Post-secondary Education/Training Required</li> </ul> <p>7. The next step: Develop “My Personal Plan of Study”! The Activity Sheet: “Consider This” is list of questions/considerations that will help students focus their thoughts as they develop their “Personal Plan of Study”. Facilitate a discussion of the questions--challenge students’ assumptions.</p> <p>8. With these considerations in mind, students will consult their priority listings, their career portfolios and academic information to complete the Personal Plan of Study template. Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Provide any information students will need as they complete their “Personal Plan of Study”. Ideally students will be able to enter data for their “Personal Plan of Study” may want to complete the form in pencil, so that they can review and revise their plans as they progress through high school.</p> <p>9. As students work on their plans, review</p>	<p>7. Students will develop a grid and compare their current jobs of interest with their life’s-design priorities.</p> <p>8. Students will participate in a class discussion of the items on the Activity Sheet “Consider This”. They will ask clarifying questions and/or contribute ideas to the discussion.</p> <p>9. Students will identify personal, ethical,</p>
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<p>their progress. Ask the students to consider whether the Personal Plan of Study reflects who they are, their interests and their abilities.</p>	<p>and work habit skills that contribute to development of a Personal Plan of Study that reflects future academic and career goals. Students will engage in self-evaluation of their plans and will invite peers to review and make suggestions to improve their plans.</p>
<p>10. Facilitate the development of students' presentations of their "My Design for My Life" and "My Personal Plan of Study"</p>	<p>10. Students will develop presentations using guidelines provided in the "Unit Assessment" section of this Lesson Plan</p>

#### Teacher Follow-Up Activities

<p>Teachers may serve in an advisory capacity, reviewing plans for accuracy and plausibility. Encourage Communication Arts and Computer Science classroom teachers to work with you to plan class time students can work on their presentation.</p>
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#### Counselor reflection notes (completed after the lesson)

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## ACTIVITY SHEET: SETTING PRIORITIES THE TURTLE BAY WAY

The Turtle Bay process is one of those strategies that has been around so long that the origin has been lost. Richard Bolles has used a similar process in his “What Color is Your Parachute?” materials (Ten Speed Press, Berkley, California)..

<b>A-1. Rank each item against each of the other items—e.g. if you could only have or do #1 or #2, which would you choose? Circle your choice. If you could only have or do #1 or #3 which would you choose</b>											<b>B. List the “thing” you listed on your “The Pieces of my Puzzle”</b>	<b>A-2. Use this side if your preference is the item being compared e.g., When comparing item 1 with all other items – circle the “1” in this column. If you would choose Item 1 over item 3 circle 1 in this column</b>										
	2	3	4	5	6	7	8	9	10	11	1.	1	1	1	1	1	1	1	1	1	1	
	2	3	4	5	6	7	8	9	10	11	2.	2	2	2	2	2	2	2	2	2	2	
		3	4	5	6	7	8	9	10	11	3.	3	3	3	3	3	3	3	3	3		
			4	5	6	7	8	9	10	11	4.	4	4	4	4	4	4	4	4			
				5	6	7	8	9	10	11	5.	5	5	5	5	5	5	5				
					6	7	8	9	10	11	6.	6	6	6	6	6	6					
						7	8	9	10	11	7.	7	7	7	7	7						
							8	9	10	11	8.	8	8	8	8							
								9	10	11	9.	9	9	9	9							
									10	11	10.	10	11									
										11	11.											

Enter the number of times you circled an item # in columns A-1 and A-2										
1	2	3	4	5	6	7	8	9	10	11

**Items in Priority Order:**

**Priority 1:**

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**Priority 2:**

---

**Priority 3:**

---

**Priority 4:**

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**Priority 5:**

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**Priority 6:**

---

**Priority 7:**

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**Priority 8:**

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**Priority 9:**

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**Priority 10:**

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**Priority 11:**

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## **ACTIVITY SHEET: CONSIDER THIS ...**

What is the current status of your:

- academic performance?
- study habits?
- academic skills?
- participation in after-school activities?

How will the above influence your choice of high school classes that will lead to your ideal life?

What options have you considered for your high school planning,

- math, science, language, and social studies requirements?
- elective courses should you consider that fit with your career path/cluster?

What personal contributions do you want to make?

What contributions have you made so far in the school and the community? Consider how these activities relate to your potential career path choices.

Have you thought about/considered:

A career technology center program during your junior and/or senior year of high school?

The extracurricular activities in which you want to participate?

Your post-high school plans; are you considering technical school, on-the-job training, military service, junior college, or four years of college or more?

How do the above questions and responses relate to helping you along the path to what you want your ideal life to be?

## ACTIVITY SHEET: PERSONAL PLAN OF STUDY

Student Name: \_\_\_\_\_

Current Career Path/Cluster of Interest \_\_\_\_\_

### Grade 9

Required Courses	Elective Courses

### Grade 10

Required Courses	Elective Courses

### Grade 11

Required Courses	Elective Courses

### Grade 12

Required Courses	Elective Courses

### Graduation Requirements (\_\_\_\_\_ units are required)

**Communication Arts** \_\_\_\_\_  
**Math** \_\_\_\_\_  
**Social Science** \_\_\_\_\_  
**Science** \_\_\_\_\_  
**Fine Arts** \_\_\_\_\_  
**Practical Arts** \_\_\_\_\_  
**Physical Education** \_\_\_\_\_  
**Personal Finance** \_\_\_\_\_  
**Electives** \_\_\_\_\_

### Other Educational Experiences:

#### Summer School

**9<sup>th</sup> Grade** \_\_\_\_\_  
**10<sup>th</sup> Grade** \_\_\_\_\_  
**11<sup>th</sup> Grade** \_\_\_\_\_  
**12<sup>th</sup> Grade** \_\_\_\_\_

#### Internships/Job Shadowing Experiences

**9<sup>th</sup> Grade** \_\_\_\_\_  
**10<sup>th</sup> Grade** \_\_\_\_\_  
**11<sup>th</sup> Grade** \_\_\_\_\_  
**12<sup>th</sup> Grade** \_\_\_\_\_

#### Dual Enrollment/College Courses

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Student's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Missouri Comprehensive Guidance Programs:

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Linking School Success to Life Success

**Unit #1 Title:** Who Am I And How Do I Fit Into The World?

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4

**Time Required for each lesson:** 50 minutes

**Best time of year to implement this Unit:** Beginning of the academic year.

**Lesson Titles:**

9<sup>th</sup> Grade Lesson # 1: Juggling New Opportunities

Materials/Special Preparations Required:

Tennis Balls for Juggling or Three Stacks of Paper Stacks

Fan

“Self-Concept Checklist” worksheet

“Improving Your Self-Concept” worksheet

“School Club/Organization List” – School generated

“Roles: How Do They Impact Me and for What Am I Responsible” worksheet

10<sup>th</sup> Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

Mirror

“Looking at Me in my Family, School and Community” worksheet

11<sup>th</sup> Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

Activity Sheet

Scale

Weights

“My Self Concept Report Card” worksheet

12<sup>th</sup> Grade: Lesson #4: My Action Plan

Materials/Special Preparations Required:

“Action Plan For Maintaining Who I Am” worksheet

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and a Member of a Diverse Local and Global Community.

**Grade Level Expectation(s):**

PS.1.A.09.a.i: Develop skills needed to maintain a positive self-concept.

PS.1.B.09.a.i: Recognize increased roles and responsibilities of the individual within the family, school, and local community,

PS.1.C.09.a.i: Identify activities the individual might participate in to become a contributing member of a school community.

PS.1.A.10.a.i: Implement skills necessary to exhibit and maintain a positive self-concept.

PS.1.B.10.a.i: Prioritize roles and responsibilities and implement strategies to balance family,

school, work, and local communities.  
 PS.1.C.10.a.i: Identify and participate in activities that help the individual student become a contributing member of a global community.  
 PS.1.A.11.a.i: Practice and modify the skills necessary to exhibit and maintain a positive self-concept.  
 PS.1.B.11.a.i: Identify and utilize resources to help balance family, school, work, and local community roles.  
 PS.1.C.11.a.i: Build upon activities and experiences that help the individual student become a contributing member of a global community.  
 PS.1.A.12.a.i: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.  
 PS.1.B.12.a.i: Exhibit the ability to balance personal, family, school, community, and work roles.  
 PS.1.C.12.a.i: Exhibit the personal characteristics of a contributing member of a diverse community.

**American School Counselor Association National Standard (ASCA):**

**Personal Social Development**

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 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. 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

		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):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Students will gain insight in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

**Brief Summary of Unit:**

The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.

**Unit Goals:**

To encourage the development and maintenance of a positive self-concept in an ever changing world.

**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 their individual roles for family, school, work and community

Skills to maintain and improve their self-concept

Recognition of personal ways for the individual to contribute as a member of their community

**Unit #1 Title:** Who Am I and How Do I Fit Into the World?

**Lesson Title:** Juggling New Opportunities

**Lesson** 1 of 4

**Grade Level:** 9

**Length of Lesson:** 50 minutes

Options: Classroom visits  
Freshman Orientation  
Small Groups

**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.09.a.i: Develop skills needed to maintain a positive self-concept.

PS.1.B.09.a.i: Recognize increased roles and responsibilities of the individual student within the family, school, and local community.

PS.1.C.09.a.i: Identify activities the individual student might participate in to become a contributing member of a school community.

**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.
- B. Students will make decisions, set goals and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

Tennis Balls (for juggling) or three stacks of paper

Fan

“Self-Concept Checklist” worksheet

“Improving Your Self-Concept” worksheet

“School Club/Organization List” (*each school will be required to develop its own list, please include Sponsors, requirements, and a brief description*)

“Roles: How Do They Impact Me and What Am I Responsible For?” worksheet

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements.

X	3. Develop and apply strategies based on one's own experience in preventing or solving problems. 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. 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	
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)**

X	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect	X	Goal Setting	X	Organization

#### **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.**

Discussions of student responses  
Collection of student worksheets  
Observation of students participation in discussions

#### **Lesson Preparation**

##### **Essential Questions:**

Why is it important for teenagers to have a positive self-concept?  
Why is it important for you to balance your personal, academic, and work roles?  
How do people make the world a better place?

##### **Engagement (Hook):**

Begin an in-depth discussion by juggling 3 tennis balls. Explain that each ball represents a specific area of their life (i.e. Self-Concept, School Community, and Responsibilities).  
Begin juggling the balls and explain to the students that sometimes all three areas of their lives



operate smoothly.

Drop one of the balls and explain to the students that sometimes one area of their lives may seem to be out of control or going poorly, but the other two areas can still be okay. Continue to juggle the other two balls.

Drop another ball and explain to the students that sometimes two areas of their lives may seem to be out of control or going poorly, but there is still one area that they can concentrate on that is going okay. Continue to toss one ball.

Drop the last ball and explain to the students that sometimes all areas of their lives may seem to be out of control or going poorly.

A variation of this activity is using paper, which is neatly organized into three stacks. Explain to the students that sometimes all three stacks are perfectly aligned and all three areas of their lives operate smoothly.

Blow/throw one of the stacks into the air and explain to the students that sometimes one area of their life may seem to be out of control or going poorly, but the other two can still be going okay. Point to the other two neatly stacked piles of paper.

Blow/throw another one of the stacks into the air and explain to the students that sometimes two areas of their lives may seem to be out of control or going poorly, but there is still one area that they can concentrate on that is going well. Point to the last neatly stacked pile of paper.

Blow/throw the last stack of paper into the air and explain to the students that sometimes all areas of their life may seem to be out of control or going poorly.

Use either hook to lead into explaining to the students that high school is a place where all areas will need to be juggled in order to have the best experience possible. Work with them as large groups, small groups or individuals to give them skills, ideas or opportunities to juggle all three areas successfully.

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Handout the “Self-concept Checklist” worksheet. One area that will be impacted entering high school is your self-concept. Meeting new friends, experiencing peer pressure, trying to “fit in” are all issues 9<sup>th</sup> graders may go through. Explain that the self-concept checklist will help increase their self-concept. Allow students time to complete the checklist. Discuss responses and or collect them after the class period for</li> </ol>	<ol style="list-style-type: none"> <li>1. Students complete the self-concept checklist. Discuss what indicates positive or negative self-concepts.</li> </ol>

<p>formative evaluation.</p> <p>2. After discussing possible responses, explain to the students that there are ways to improve their self-concept as well as maintain it. Allow them time to complete the “Improving Your Self-Concept” worksheet. Discuss and or collect for formative evaluation.</p> <p>3. Ask students what they are most looking forward to doing in high school. Discuss responses. Ask students if they are aware of all the opportunities available to them in their new school community. Direct students to the “Clubs/Organization List”. Let them know about all the different opportunities they have to be involved with. Discuss the benefits of more friends (new friends), sense of belonging, school pride, learning new things, taking risks, organizing time and responsibilities and increased positive self-concept. Ask students to check or circle clubs they may be interested in learning more information about or joining.</p> <p>4. Discuss and examine the different roles students have and the responsibilities of those roles. Pass out “Roles: How do They Impact Me and for What Am I Responsible” worksheet.</p>	<p>2. Students will complete the “Improving Your Self-Concept” worksheet. Discuss ways for developing or maintaining a positive self-concept.</p> <p>3. Students respond to questions Discuss benefits to joining clubs Checkmark or circle clubs they may be interested in joining.</p> <p>4. Students will identify how each role has shaped their self-concepts and list at least one responsibility they have in each role.</p>
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### **Teacher Follow-Up Activities**

Teachers could identify students that are still projecting a negative self-concept and refer them to the counselor.

Communication Arts teachers could assign a paper/essay pertaining to the roles and responsibilities that students have in their lives.

### **Counselor reflection notes (completed after the lesson)**

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## JUGGLING NEW OPPORTUNITIES HANDOUTS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **SELF-CONCEPT CHECKLIST**

Having and maintaining a positive self-concept is a life long skill. Individuals with negative self-concepts may get involved with unhealthy life choices such as drugs and criminal activity.

Below is a list of statements. If the statement describes a positive self-concept characteristic, place a checkmark in the column entitled POSITIVE. If the statement describes a negative self-concept characteristic, place a checkmark in the column titled NEGATIVE.

If you believe the statement describes your own self-concept, place a checkmark in the column titled ME.

STATEMENT	POSITIVE	NEGATIVE	ME
Fear change or trying new things			
Takes responsibility for ones own actions and mistakes			
Able to take charge and show leadership when necessary			
Awareness and acceptance of one's own strengths and weaknesses			
Unable to show leadership			
Tends to follow others			
When victimized remains a victim and does not overcome the situation			
Accepts change			
Eager to try new things			
Has self-respect and self-confidence			
Always criticizes self			
Finds blame in others			
Depends upon approval from self and not others			
Tends to see negatives in people and situations			

Question:

Do you have more check marks in the positive or negative self-concept categories?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **IMPROVING YOUR SELF-CONCEPT**

Below are suggestions to improve your self-concept. For each suggestion, there is a short exercise for you to complete. Complete the exercise in the space provided.

#### **You can improve your self-concept by....**

1. recognizing what you do well. Write down five things you do well.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

2. setting realistic and attainable goals. List three of your goals.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

3. building a support network of good friends who are a positive influence in your life. List the first names of your closest friends who positively influence your life.

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4. realizing the positive contributions you make to your family, school and community. Write a sentence describing the contributions you make in the following areas.

FAMILY: \_\_\_\_\_

---

SCHOOL: \_\_\_\_\_

---

COMMUNITY: \_\_\_\_\_

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**ROLES:**  
**HOW DO THEY IMPACT ME AND WHAT AM I RESPONSIBLE FOR?**

Much of who we are (self-concept) is shaped by the roles we play. Below are three major roles that many of us perform in our lives.

Explain how each role has helped shaped you into the person you are today. After that has been completed, please identify a minimum of one responsibility you have in each role.

**FAMILY MEMBER:**

How has it shaped me? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My responsibilities to my family are? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SCHOOL MEMBER:**

How has it shaped me? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My responsibilities to school are? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**COMMUNITY MEMBER:**

How has it shaped me? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My responsibilities to my community are? \_\_\_\_\_

\_\_\_\_\_

**Unit #1 Title:** Who Am I and How Do I Fit Into the World?

**Lesson Title:** Positive Self Talk

**Lesson** 2 of 4

**Grade Level:** 10

**Length of Lesson:** 50 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.10.a.i: Implement skills necessary to exhibit and maintain a positive self-concept.

PS.1.B.10.a.i: Prioritize roles and responsibilities and implement strategies in order to balance family, school, work and local communities.

PS.1.C.10.a.i: Identify and participate in activities that help the individual student become a contributing member of a global community.

**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.
- B. Students will make decisions, set goals and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

Mirror

“Looking at Me in my Family, School and Community” Worksheet

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 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. 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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	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.**

Completion of activity sheet.

Involvement of students in class discussion.

**Lesson Preparation**

**Essential Questions:**

What are some ways a positive self-concept would benefit you?

How do people manage all the responsibilities and demands on their time?

How do people make the world a better place?

**Engagement (Hook):**

Presenter enters the room with a mirror and begins a self-dialogue with self in the mirror about how worthy one is. Presenter will accentuate the idea of how good he/she is by listing positive personal characteristics.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Lead a discussion on self-talk. Ask for examples.	1. Students give examples of things they say to themselves.
2. Talk about the messages that families communicate to each other.	2. Have students give examples.
3. Distribute "Looking At Me In My Family,	3. Students write about their roles in their

School, and Community” worksheet.	family, school and community
4. Ask for volunteers to talk about their roles in their family, school, and community.	4. Students volunteer answers
5. Lead discussion on characteristics that best fit into students’ roles in the family, school, and community.	5. Students will give their opinions about characteristics that will help them fit into their different roles.

### **Teacher Follow-Up Activities**

Teacher could observe the roles that students play in the classroom and point out responsibilities of those roles.

### **Counselor reflection notes (completed after the lesson)**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What roles do you play in your family? What responsibilities go along with those roles?

2. What roles do you play in your school? What responsibilities go along with those roles?

3. What roles do you play in your community? What responsibilities go along with those roles?

**Unit #1 Title:** Who Am I and How Do I Fit Into the World?

**Lesson Title:** Assessing Self-Concept

**Lesson** 3 of 4

**Grade Level:** 11

**Length of Lesson:** One class period

**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.11.a.i: Practice and modify the skills necessary to exhibit and maintain a positive self-concept.

PS.1.B.11.a.i: Identify and utilize resources to help balance family, school, work, and local community roles.

PS.1.C.11.a.i: Build upon activities and experiences that help the individual student become a contributing member of a global community.

**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
- B. Students will make decisions, set goals and take necessary action to achieve goals

**Materials (include activity sheets and/ or supporting resources)**

Scale  
 Weights  
 “My Self-Concept Report Card” worksheet

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 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. 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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	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.**

Completion of activity sheet.

Discuss the consequences of maintaining a negative view of self as well as the benefits of maintaining a positive self-concept.

**Lesson Preparation**

**Essential Questions:**

How would a positive self-concept help you grow?

Could this growth occur with a negative self-concept?

What suggestions could you give to someone who has a negative self-concept?

**Engagement (Hook):**

Demonstrate, with the scale and weights, how negative comments, activities, and situations weigh down a person's self-concept. How might someone's negative view of self be cancelled out by positive self-talk and positive comments? Students may participate by placing a weight for every negative comment and removing a weight for every positive comment.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Instruct students to complete the "My Self-Concept Report Card" worksheet.	1. Students complete the worksheet
2. Discuss the worksheet and write student's	2. Students share responses.

responses on the board.	
3. Have students make a personalized list of the things they would use (could draw from examples listed on the board) to improve or maintain their positive self-concept.	3. Students will make a list on the back of their worksheets.

### **Teacher Follow-Up Activities**

Teacher may have students discuss the use of the activities as they happen within the classroom. Periodically, teacher will review the “My Self-Concept Report Card” worksheet and ask for positive reinforcement examples observed in the student’s lives.

### **Counselor reflection notes (completed after the lesson)**

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### Lesson 3 Handout

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### My Self-Concept Report Card

**What grade would you give yourself in the following areas? Only you will see your answers.**

**A= Always**

**B= Most of the Time**

**C= Sometimes**

**D= Rarely**

**F= Never**

AREA	GRADE
Positive Attitude	
Ability to express my feelings/thoughts accurately to others	
Ability to develop good relationships with others	
Positive self-talk	
Taking care of myself physically	
Taking care of myself emotionally	
Respect for myself	
Ability to set boundaries in a relationship (stay out of “drama”)	
Ability to disregard rumors or gossip	
Ability to cope with false statements about me	

What are some ways I would be able to bring up my grade in the areas I scored poorly?

Make a personal list of ways to improve or maintain your positive self-concept.

\_\_\_\_\_  
\_\_\_\_\_

**Unit #1 Title:** Who Am I and How Do I Fit Into the World

**Lesson Title:** My Action Plan

**Lesson:** 4 of 4

**Grade Level:** 12

**Length of Lesson:** 1 to 2 class periods

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding self as an individual and a member of a diverse local and global community.

**Grade Level Expectation (GLE):**

PS.1.A.12.a.i: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.

PS.1.B.12.a.i: Exhibit the ability to balance personal, family, school, community, and work roles.

PS.1.C.12.a.i: Exhibit the personal characteristics of a contributing member of a diverse community.

**American School Counselor Association National Standard (ASCA):**

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

"Action Plan For Maintaining Who I Am" worksheets

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 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. 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	
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)**

X	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect	X	Goal Setting	X	Organization

**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.**

Summative Assessment: Completion of Action Plan

**Lesson Preparation**

**Essential Questions:**

Why do we need a positive self-concept?  
 How do people balance their world?  
 How do people make the world a better place?

**Engagement (Hook):**

Ask students (12<sup>th</sup>) how many have any personal possessions like a car, computer, ipod, etc. After assessing how many have possessions like this, discuss what types of things have to be done to them in order to keep them running in top shape.

It may be easier to keep the focus on a car at this point.

Discuss with the students that in order to keep their car or other possessions running in top shape, they have to be maintained.

Ask students what happens to their car when they do not keep it maintained.

Transition into the maintenance of their personal self-concept. Their self-concept is something that needs to be maintained. If it is not maintained, they can expect similar issues to those of not keeping their personal possessions maintained.

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Pass out to each senior their “Action Plan for Maintaining Who I Am” assessment. Explain to the students that this Action Plan is something that will help them keep their self-concept maintained and in good working order.</li> <li>2. Set a due date for collection of the Action Plan. Inform students that this Action Plan will be placed in their Personal Guidance folder or Permanent Record.</li> <li>3. It may help to have an example of an Action Plan to place on an overhead or in a PowerPoint so that students can see how other plans have been developed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will work on completion of their personal Action Plan.</li> <li>2. Students should write down the due date on their Action Plan.</li> <li>3. Students view sample Action Plans in order to have a better understanding of what theirs should look like.</li> </ol>

## Teacher Follow-Up Activities

Teachers may choose to allow in class time for students to work on Action Plans.  
Teachers may want to remind their students as to the due date of the Action Plans.  
Teachers may also want to tie in an activity, project, or other homework in relation to the Action Plan.

**Counselor reflection notes (completed after the lesson)**

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### Summative Assessment

#### Action Plan for Maintaining Who I Am

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Due Date: \_\_\_\_\_

#### Action Plan For Maintaining Who I Am

Create a personal action plan to maintain your positive self-concept, contribute to your community, and balance your roles.

Below are strategies for maintaining/improving your self-concept. Please place a checkmark on the ones you will use as you go through life.

#### \_\_\_\_\_ Journaling

I can use a journal to help sort out my feelings, my responsibilities to various roles, to write down personal statements about who I am.

I have a journal: \_\_\_\_\_ Yes \_\_\_\_\_ No

If I don't have a personal journal, here is my plan to start and continue to use one:

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#### \_\_\_\_\_ Positive Self-Talk

I will continue my awareness of self-talk. I will not put myself down; rather I will raise myself up with positive self-talk. List some positive self-talk statements I can use:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

\_\_\_\_\_ **Exercise**

Exercise can relieve stress, allow for time to think positively about myself and help to improve my physical and mental health.

I will exercise 3 times a week. Below are some activities that I will include in my exercise program:

\_\_\_\_\_ walking                  \_\_\_\_\_ jogging                  \_\_\_\_\_ swimming  
\_\_\_\_\_ bike riding                  \_\_\_\_\_ weight lifting                  \_\_\_\_\_ aerobics  
\_\_\_\_\_ dancing                  \_\_\_\_\_ martial arts                  \_\_\_\_\_ yoga  
\_\_\_\_\_ competitive athletics

Other: \_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_ **Activities/Enjoyment**

I will try to put aside some time everyday from my other role responsibilities to take time for myself. This time will be spent doing something I enjoy (hobby, interest, activity)  
Below are some activities that I could do:

\_\_\_\_\_ take a walk                  \_\_\_\_\_ listen to music                  \_\_\_\_\_ attend church functions  
\_\_\_\_\_ play a sport                  \_\_\_\_\_ make crafts/art                  \_\_\_\_\_ workout  
\_\_\_\_\_ volunteer                  \_\_\_\_\_ mediate                  \_\_\_\_\_ write in a journal  
\_\_\_\_\_ video games                  \_\_\_\_\_ play an instrument

Other: \_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_ **Assist Your Community**

Becoming an active member in the community can help maintain/improve your self-concept as well as help others. Below is my plan for community involvement.

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\_\_\_\_\_ **Balancing My Roles and Responsibilities**

I am aware of my different roles in family, school, community and work and know how to balance the responsibilities of each. Below are my responsibilities to each area:

Family\_\_\_\_\_

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School\_\_\_\_\_

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Community\_\_\_\_\_

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Work\_\_\_\_\_

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Discuss how these roles and responsibilities might change after you graduate.

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**Unit #1 Title:** Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level:** 9-12

**Number of Lessons in Unit:** 8 (2 lessons per grade level 9<sup>th</sup>-12<sup>th</sup>)

**Time Required for each lesson:** 30-45 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

9<sup>th</sup> Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

Pens

Pencils

“The Clique” student handout

9<sup>th</sup> Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

2-dozen multi-colored balloons inflated

2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long

Thumbtacks (optional)

Crayons or markers

Common pin (safety)

10<sup>th</sup> Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

Pens

Pencils

“Listening Stems” activity sheet for each pair of students

10<sup>th</sup> Grade: Lesson # 4 - Origins: A simple word game (for use in human relations trainings)

This lesson is an adaptation of a lesson from tolerance.org (see lesson plan).

Materials/Special Preparations Required

Timer

Handouts printed on two different types of colored paper

Three judges

“Origins: A Simple Word Game for Use In Human Relations Training” handout

“What Do These Words or Phrases Mean” handout

11<sup>th</sup> Grade: Lesson # 5 - Using Negotiation to Settle Difficulties

Materials/Special Preparations Required

Black/White Board or an overhead projector

Index cards

Pens

Pencils

“Negotiating Skill Components” handout

11<sup>th</sup> Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musician
- Scottish Storyteller/Bagpipe player
- Square Dancers

Performance Areas with chairs and adequate space

Signs for each location

A/V equipment as needed

Publicity

Thank-you notes

12<sup>th</sup> Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

“Managing Conflicts” worksheet “Alternative for Solving Conflicts” handout

Pens

Pencils

12<sup>th</sup> Grade: Lesson # 8 - A Place At The Table

Materials/Special Preparations Required

An audio-visual program designed to facilitate understanding and respect for others is available FREE from tolerance.org. “A Place At The Table” includes a video, book, and lesson plans; this learning package for teachers, professional school counselors and students may be ordered from the website listed below.

[http://www.tolerance.org/pdf/tt\\_materials\\_order\\_form.pdf](http://www.tolerance.org/pdf/tt_materials_order_form.pdf)

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting with others in ways that respect individual and group differences.

**Grade Level Expectation(s) (GLE):**

PS.2.A.09.a.i: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships

PS.2.B.09.a.i: Explore cultural identity and world views within the community

PS.2.C.09.a.i: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills

PS.2.A.10.a.i: Practice interpersonal skills in order to help maintain quality relationships.

PS.2.B.10.a.i: Promote acceptance and respect for cultural differences within the global community

PS.2.C.10.a.i: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others

PS.2.A.11.a.i: Apply interpersonal skills needed to maintain quality relationships

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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PS.2.B.11.a.i: Exhibit respect for different cultures and points of view  
PS.2.C.11.a.i: Accept personal responsibility in conflict situations  
PS.2.A.12.a.i: Exhibit the interpersonal skills to maintain quality relationships  
PS.2.B.12.a.i: Advocate respect for individuals and groups  
PS.2.C.12.a.i: Utilize and accept personal responsibility in relationships with others

**American School Counselor Association National Standards (ASCA):**

**Personal Social Development**

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- 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
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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) 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 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment 6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	

X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 4. Principles of movement and physical fitness 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

**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 research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

**Brief Summary of Unit:**

Standard PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

**Unit Goals:**

1. Students will exhibit the interpersonal skills to maintain quality relationships.
2. Students will advocate respect for individuals and groups.
3. Students will utilize and accept personal responsibility in relationships 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?**

1. Knowledge of interpersonal skills that will help maintain quality relationships
2. Knowledge of strategies that promote acceptance and respect of others within the global community
3. An awareness of personal responsibility in conflict situations



**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Differences

**Lesson Title:** The Clique

**Lesson** 1 of 8

**Grade Level:** 9

**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(s) (GLE):**

PS.2.A.09.a.i: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships

PS.2.C.09.a.i: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

B. Students will make decisions, set goals and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

Pens

Pencils

“The Clique” handout

**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
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives

	7. Evaluate the extent to which a strategy addresses the problem
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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 and 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	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

At the conclusion of the lesson, students will write a reflection on their experiences with cliques. The reflection will be a first person narrative that will include the following:

- The setting (time, place, members of the clique)
- Scenario (e.g. event describing the actions of the clique)
- Overall thoughts, feelings, and any subsequent action as a result of the event
- Advantages/Disadvantages of being a member of a clique
- Advice to younger students regarding clique membership

**Lesson Preparation**

**Essential Questions:**

How might cliques and bullying be related?

How and Where do we learn about quality relationships and how they are maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

**Engagement (Hook):**

Instructor will read the story “The Clique” to students. (See attachment)

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Instructor distributes the story, "The Clique," as a referral source for students.</li> <li>2. Instructor will lead a discussion by posing the following questions:               <ul style="list-style-type: none"> <li>• From whose point of view is the story written?</li> <li>• How might the perspective of an outsider change the story?</li> <li>• What are the problems in the story?</li> <li>• Why does Joyce feel pressured by Wanda in her group?</li> <li>• Why did Joyce enjoy her friendship with Saundra at first?</li> <li>• Is it ok to want to be alone sometimes?</li> <li>• What is peer pressure?</li> <li>• Have you ever been in a similar situation? How did you handle it?</li> <li>• If Wanda were telling the story, what would she emphasize?</li> </ul> </li> <li>3. Instructor directs students to write a reflection on their reaction to the story and their own experiences with cliques. (Instructor may want to use discussion questions above as prompts).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students refer to the story as needed</li> <li>2. Students will participate in discussion.</li> <li>3. Students write a personal reflection on their reaction to the story and a short narrative describing their own experiences with cliques (see formative assessment for guidelines).</li> </ol>

## Teacher Follow-Up Activities

- Instructor reflects on how cliques have affected his/her life and leads discussion on how they have affected the lives of the students.
- Classroom teacher is encouraged to be aware of cliques and to address issues of exclusivity.

**Counselor reflection notes (completed after the lesson)**

[illegible]

## *The Clique*

Joyce has just moved to the city and feels lucky that she has found a friend, Sandra. They like to do the same things and have fun together, but each allows the other freedom to go her own way. Joyce also meets Wanda, the leader of a group of young women who seem to have a lot of fun. Joyce is accepted into the group and is swept along with Wanda and the camaraderie. Eventually, the group asks Joyce to give up her friendship with Sandra and do some things Joyce thinks are wrong. The group has planned to visit a shopping mall on Saturday and “take” a few things. When Joyce tells the others that she plans to stay home, Wanda tells her that she must go if she wants to stay in the group. What would you do if you were Joyce?

**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Differences

**Lesson Title:** Bursting Stereotypes

**Lesson 2 of 8**

**Grade Level:** 9

**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(s) (GLE):**

PS.2.B.09.a.i: Explore cultural identity and world views within the community

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills

**Materials (include activity sheets and/ or supporting resources)**

2-dozen multi-colored balloons inflated  
2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long  
Thumbtacks (optional)  
Crayons or markers  
Common pin (safety)

**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 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources
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 5. Reason inductively from a set of specific facts and deductively from general premises

	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 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	7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 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 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.**

Ask students to write in their journals a reflection on what did they learned about “bursting stereotypes.” What actions will each individual take to continue “bursting stereotypes.”

**Lesson Preparation**

**Essential Questions:**

Why is respect for others important?

**Engagement (Hook):**

Walk into room popping balloons.

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>Before starting the lesson, cut paper for sentence strips (paper or tag board cut to lengths approximately 2 inches wide and 12 inches long), and inflate about two dozen small balloons. Store inflated balloons in a plastic trash bag in a closet.</p> <p style="text-align: center;">Or</p> <p>Cover a classroom bulletin board with white paper. Spread colorful balloons over the bulletin board; use thumbtacks to attach each balloon. This bulletin board is sure to arouse students' curiosity if it is left up for a couple of days prior to the activity.</p> <ol style="list-style-type: none"> <li>1. Divide chart paper or blackboard into two columns by drawing a vertical line down the middle of the chart, creating a two column chart. Write "man" at the top of one column and "woman" at the top of the other.</li> <li>2. Ask students to write words or phrases that describe the qualities or characteristics of a man or woman under the appropriate column. Give students several moments to write down their ideas.</li> </ol> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Man – tough, don't cry, sports, breadwinner, strong, policeman, and doctor.</li> <li>• Woman – emotional, nurturing, weak, cries, shops, child care, nurse, and teacher.</li> </ul> <ol style="list-style-type: none"> <li>3. Arrange students into small groups and ask them to share their lists. Give each group two minutes per column to brainstorm additional words or phrases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students set up a piece of writing paper in the same way as you (i.e. two columns)</li> <li>2. Students will write the words or phrases in what they view at the appropriate column</li> <li>3. Students share their individual lists and brainstorm additional adjectives. A common consensus list will be developed by each team.</li> </ol>

<p>4. Bring the class back together to create a master list of the adjectives students used to describe men and women. Write the adjectives on the chalkboard or chart paper.</p> <p>5. Instructor asks some of the following questions:</p> <ul style="list-style-type: none"> <li>• Are you happy with the master list that we have created? Do you see any changes you would like to make to the lists?</li> <li>• Are there terms that do not belong under the heading they are under? Are there any terms that might fit under both headings.</li> <li>• Is it fair to say that all men _____ or that all women _____?</li> </ul> <p>6. Write the word “stereotype” on the chalkboard or chart. Ask students if they know what the word means. Share with the students the dictionary definition. (Definition: Noun: an overly simple picture or opinion of a person, group, or thing. Example: It is a stereotype to say that all old people are forgetful.)</p> <p>7. Share the following phrases with students:</p> <ul style="list-style-type: none"> <li>• Men are better at math than women</li> <li>• All politicians are crooks</li> <li>• African-American men are the best basketball players.</li> <li>• Asian men are born to be scientists</li> </ul> <p>Ask students to share their reactions to the list above and the master list. What do they observe i.e.: commonalities and differences? Are the statements true? What evidence did students use to form their opinions about the lists? Is it fair to make these sweeping generalizations about groups of people?</p> <p>8. Send students back to their small groups and ask them to come up with additional stereotypes about people they have heard.</p>	<p>4. Each group will share its consensus list</p> <p>5. Students will participate in the discussion.</p> <p>6. Students share their definitions of the meaning of stereotype.</p> <p>7. Students participate in discussions.</p> <p>8. Students write down additional stereotypes.</p>
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<p>9. Bring class back together to share ideas. Write each stereotype on a sentence strip. Examples that you may see:</p> <ul style="list-style-type: none"> <li>• Computer kids are geeky.</li> <li>• Young kids are noisy.</li> <li>• If you wear glasses you are smart.</li> <li>• Poor people are lazy.</li> <li>• Women are better cooks than men.</li> <li>• Boys are more athletic than girls.</li> <li>• Asians excel in math and science.</li> <li>• Blondes are dumb.</li> <li>• Doctors are rich.</li> <li>• Tall people are great basketball players.</li> <li>• Indians live on reservations.</li> <li>• All Americans love baseball.</li> </ul> <p><b>Bursting Stereotypes</b></p> <p>10. Instructor produces bag of balloons. Have each student holding a sentence strip come to the front of the room and read his or her statement aloud.</p> <ul style="list-style-type: none"> <li>• Hold up a balloon as the student calls on classmates to refute the stereotype.</li> <li>• Once satisfied that the stereotype has been blasted, pop the balloon with common pin(s).</li> </ul> <p style="text-align: center;"><b>Or</b></p> <ul style="list-style-type: none"> <li>• Instructor stands by the colorful balloon bulletin board.</li> <li>• Ask each student to read her or his sentence strip aloud and staple/tape it next to a balloon on the bulletin board.</li> </ul> <p>11. When task is complete, lead a class discussion about each stereotype.</p>	<p>9. Students share stereotypes and write each one on a sentence strip.</p> <p>10. Students will participate in activity.</p> <p>11. Students will participate in discussion. Following discussion students will write in their journals describing new understandings as they relate to stereotypes and changes they will make in their lives to help “burst stereotypes.”</p>
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### Teacher Follow-Up Activities

The teacher might want to take a look at information about stereotypes that can be found on the Internet. Such information might be incorporated in future lessons or discussions.

**Counselor reflection notes (completed after the lesson)**

**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Differences

**Lesson Title:** Listening Exercise

**Lesson 3 of 8** (Total High School Lessons)

**Grade Level:** 10

**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(s) (GLE):**

PS.2.A.10.a.i: Practice interpersonal skills in order to help maintain quality relationships.

PS.2.C.10.a.i: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Pens

Pencils

“Listening Stems” activity sheet for each student

**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 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
	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	

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	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)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.. Assessment will be via classroom discussion and personal journal entries.**

Ask the following questions:

- As a listener, did you have trouble repeating what your partner said?
- Did you, as a listener, want to interrupt the speaker?
- How would you evaluate your listening skills?
- What did you learn about yourself?

### Lesson Preparation

#### Essential Questions:

What does a quality relationship look like and how is it maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

#### Engagement (Hook):

Instructor will construct a story with a number of specific details and play the “Telephone Game” where each student hears and repeats the story to the next person.

### Procedures

Instructor Procedures:	Student Involvement:
1. Instructor divides the group of students into pairs with each pair facing each other.	1. Students get into pairs, face each other, and determine who will be the first speaker and listener.
2. Instructor will distribute the “Listening Stems” activity sheet to each student. The instructor directs the speaker to talk to the listener for approximately 3 minutes, using the sentence stems as a stimulus. The instructor explains that the listener should actively listen. When the speaker is finished, the listener should	2. Students will complete instructions given by instructor.

<p>repeat to the speaker what he/she heard the speaker say. The speaker may challenge, correct, or accept the listener's perception.</p>	
<p>3. Instructor asks partners to reverse roles and gives the same instructions for the exercise.</p>	<p>3. Students reverse rolls and repeat listening activity.</p>
<p>4. Students and Instructor will engage in a conversation focusing on communication problems, such as not listening, jumping to conclusions, and making assumptions. The Instructor's guidance will include prompts to help students understand how interpersonal difficulties can arise and can create life-long rifts in relationships.</p>	<p>4. Students will actively engage in discussion – asking and responding to questions.</p>
<p>5. Lesson will culminate in a personal journal entry. Students will identify what they will do differently to improve communication in a specific relationship.</p>	<p>5. Students will create an entry in their journals. See Formative Assessment for prompt.</p>

### Teacher Follow-Up Activities

Classroom teacher will be encouraged to reinforce concept that a good listener can help make and keep friends.

### Counselor reflection notes (completed after the lesson)

# Listening Stems

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I get angry when... \_\_\_\_\_

\_\_\_\_\_

I am happiest when... \_\_\_\_\_

\_\_\_\_\_

I am afraid when... \_\_\_\_\_

\_\_\_\_\_

I hold back my feelings when... \_\_\_\_\_

\_\_\_\_\_

I feel sorry for myself when... \_\_\_\_\_

\_\_\_\_\_

I avoid... \_\_\_\_\_

\_\_\_\_\_

I wish... \_\_\_\_\_

\_\_\_\_\_

I would like to learn more about ... \_\_\_\_\_

\_\_\_\_\_

I get most irritated when... \_\_\_\_\_

\_\_\_\_\_

I care about... \_\_\_\_\_

\_\_\_\_\_

I get most excited about... \_\_\_\_\_

\_\_\_\_\_

**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Differences

**Lesson Title:** Origins: A simple word game (for use in human relations trainings)

**Grade Level:** 10

**Length of Lesson:** 30 - 45 minutes

**Lesson #** 4 of 8

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

**Grade Level Expectation(s) (GLE):**

PS.2.B.10.a.i: Promote acceptance and respect for cultural differences within the global community

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Timer

Three judges

Instructions: *“Origins: A simple word game for use in human relations training”*

Activity Sheet: *“Origins: What do these words and phrases mean?”* 2 sets on different colored paper

Definitions: *“Origins: What do these words and phrases mean?”*

Information pertaining to this activity may be found at the following location:

Teaching Tolerance

400 Washington Avenue

Montgomery, Alabama 36104

[www.tolerance.org](http://www.tolerance.org) [www.teachingtolerance.org](http://www.teachingtolerance.org)

**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 7. Evaluate the accuracy of information and the reliability of its sources
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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		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.**

Subjective observation of the activity.

**Lesson Preparation**

**Essential Questions:**

“Respect is a two-way street!” What is the below-the-surface meaning?  
How does the statement relate to our world’s leaders, to you in your relationships with others?

**Engagement (Hook):**

Music and publicity over the announcements reflecting respect.

**Procedures**

**Instructor Procedures:**

**Note:** The specific instructions for this lesson may be found on the “Origins: A simple word game for use in human relations training “handout.”

In advance, decide which words will be used for each round. Copying the word lists for each round on different colors of paper (e.g. Round One on yellow paper—Round Two on blue).

Choose three students to be judges and give

**Student Involvement:**



each judge a set of instructions; put remaining students in groups of 5 - 6 people.

1. Put words/phrases for Round One face down on the table and inform students they will have 4 minutes per round. Start the timer with 4 minutes.
2. At the end of four minutes, students are instructed to put down their pens. Ask each group to read the answers for the first word. After each group has answered, read the explanation from the definition sheet.

Each judge records the score on his or her score sheet.

Continue activity with each word or phrase.

3. **Closure:** Have students do a two-minute private writing regarding their thoughts and feelings as they discussed the words. Ask students to share their thoughts. Encourage students to monitor their words to show respect for others.

1. Students will thoughtfully participate in “Origins” as either group participants or judges. For each round, students will give the common usage and origins of the words or phrases.
2. Students must come up with an answer even if they have never heard of the word or phrase. The judges will assign the points for each round.

3. Students will complete a thoughtful 2 minute-writing in their journal. Students may volunteer to tell the class one of his/her thoughts.

## Teacher Follow-Up Activities

Instructor gives students an opportunity to create other words that may have similar meanings as those expressed in the activity.

### Counselor reflection notes (completed after the lesson)

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## TEACHING TOLERANCE

[www.teachingtolerance.org](http://www.teachingtolerance.org)

### Instructions for “*Origins: A simple word game for use in human relations training*”

#### Note to Instructor:

You need an inexpensive kitchen timer for this activity. Copying sheets on colored paper will make it easier for you to keep the question sheets for each round together. After handing out the instructions below to three randomly selected judges, the instructor does not need to do anything.

#### Instructions to Judges:

1. Put students in groups of 5-6 people.
2. Put questions for Round 1 face down at tables; start the timer with 4 minutes.
3. At the end of 4 minutes, tell the students to put down their pens. Ask each group to read its answer for 1. After each group has answered, read the answer from the definitions sheet. Each judge records the points on her/his score sheet. Continue doing this with each question. No one can challenge the judges’ scores or ask to see the score sheets.
4. Repeat #2 with questions for Round 2, etc.
5. Add each judge’s points on the board after each round and announce winners.

#### Instructions to Groups:

Each group will have 4 minutes for each round. For each round, give the common usage and origin of words or phrases on the sheet. You must come up with something even if you have no idea what it means. There are two possible points for the common usage and three possible points for the origin of the word or phrase. The judges will assign the points for each round.

## ACTIVITY SHEET: *ORIGINS*: What do these words or phrases mean?

(Adapted from Sudie Hofmann's introduction to "*Origins*".  
<http://www.tolerance.org/teach/activities/activity.jsp?ar=657> )

The word game *Origins* reveals the history and prejudice of many words or expressions commonly used in the United States. We use these words or phrases everyday without thinking about their original meaning. If we knew the origin of the words, would we use them? This game will help you decide for yourself.

Following is a list of words – Describe their common usage and their origins (if you don't know the usage or the origin, make up something that seems "right").

General Rules: Three judges will be selected from the class; the rest of you will work in small groups. There will be two rounds (your instructor will tell you which words from the list are included in each round); during each round you will have four (4) minutes to work together and write the common usage and origin for the designated words (you **MUST** write an answer -- even if you have no idea of the meaning or origin—make one up!); at the end of four (4) minutes, groups will report their answers.

Earning Points: Two (2) possible points for the common usage; three (3) possible points for the origin of the word or phrase. Judges will award points.

At the end of each round, the judges will read the actual definitions and origins of the terms from the key.

### 1. **Gypped**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

### 2. **Jew you down**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

### 3. **Mulatto**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

### 4. **Lame**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

### 5. **Hick**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**6. Evil eye**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**7. Iron Maiden**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**8. Indian giver**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**9. Paddy Wagon**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**10. Russian roulette**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**11. Hag**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**12. Chinese fire drill**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**13. Chinese home run/Harlem home run**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**14. Jaywalking**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**15. Bury the Hatchet**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**16. Bedlam**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**17. Corny**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**18. Hold down the fort**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**19. Welsh (verb)**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**20. Low person on the totem pole**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**21. Indian summer**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**22. Dutch bargain**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**23. Dutch treat**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**24. Redneck**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**25. Gypsy Cab**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

**26. On the Warpath**

Common usage: \_\_\_\_\_

Origin: \_\_\_\_\_

What do you think? Now that you know the origins of these words and phrases, will you continue to use them? What words might you use instead?

## Teaching Tolerance

[www.teachingtolerance.org](http://www.teachingtolerance.org)

# DEFINITIONS: *ORIGINS*: What do these words or phrases mean?

### 1. GYPED

Common usage: One has been cheated.

Origin: Belief that Gypsies (Hindu people from East India & Balkan states) will cheat you or steal from you.

### 2. JEW YOU DOWN

Common usage: Hard negotiation to lower a price.

Origin: Belief that Jewish people are cheap and unethical in business. Longstanding literary references promote stereotypes that relate Jewish people to the practices of money changing usury.

### 3. MULATTO

Common usage: One African American parent and one White Parent.

Origin: Spanish word for a mule, which is the sterile offspring of a horse and a donkey. There is some evidence that it is also an Arabic word.

### 4. LAME

Common usage: A statement or behavior that is foolish or not well reasoned.

Origin: Belief that someone with a disability is incompetent or stupid.

### 5. HICK

Common usage: To describe something that is unsophisticated, outdated or stupid.

Origin: 16<sup>th</sup> century nickname for the given name Richard. Refers to a person who lives in the country.

### 6. EVIL EYE

Common usage: Evil or dirty look.

Origin: Belief in Europe and the Middle East that women could possess an evil eye, especially common in European witch trials.

### 7. IRON MAIDEN

Common usage: Tough, humorless woman.

Origin: Large metal enclosure coffin shaped and lined with iron spikes. Used during witch trials to torture and kill women suspected of being witches.

### 8. INDIAN GIVER

Common usage: Taking back a gift.

Origin: Indigenous American communities had a different concept of ownership; the focus was on sharing or trading. Things given to the colonists by Native Americans may have been reclaimed from colonists if they did not reciprocate.

### 9. PADDY WAGON

Common usage: Police van.

Origin: Derogatory term for Irish people based on the Irish name of Paddy. Although, in the past, many police officers on the East Coast were Irish, some also contend that this was a cart used to round up Irish immigrants for disorderly behavior.

**10. RUSSIAN ROULETTE**

Common usage: Potentially fatal game of dare with a revolver, which applies the concept of roulette.  
Origin: Belief that Russian culture is fatalistic.

**11. HAG**

Common usage: Ugly or old woman.  
Origin: Holy woman. Derived from Egyptian heq, meaning matriarchal ruler..

**12. CHINESE FIRE DRILL**

Common usage: All occupants of a car stopped at a traffic light quickly exit the car, run around the vehicle, and return to the car through the same door.  
Origin: Belief that Chinese culture is chaotic and the implication is that Chinese people are stupid and would run back into a burning building.

**13. CHINESE HOME RUN/HARLEM HOME RUN**

Common usage: Perceived unfair homerun because of a mythical short fence around the field.  
Origin: Stereotype originated in California, based on the reality that Chinese labor was cheap and the expression eventually meant “cheap shot.” Sportswriters have also referred to some homeruns as homer foo you, chow mein smash, and egg roll bingle.

**14. JAY WALKING**

Common usage: Violating pedestrian laws.  
Origin: Belief that a jay, a person uneducated about city life, was incapable of crossing the street legally.

**15. BURY THE HATCHET**

Common usage: To settle one’s differences..  
Origin: A 14<sup>th</sup> century British song titled “Hong up then hatchet and thi knyf.” No historical usage by Indigenous people of North America.

**16. BEDLAM**

Common usage: Noise and chaos.  
Origin: Term derived from Bethlehem, a London institution for people with mental disabilities.

**17. CORNY**

Common usage: Stupid or comical ideas or behavior.  
Origin: Belief that rural people, particularly people from farms, are foolish and uneducated.

**18. HOLD DOWN THE FORT**

Common usage: Stay behind and manage the affairs of the office or home.  
Origin: Protect the forts (military term for fortifying the building) of European American colonists against attacks by Indigenous people.

**19. WELSH (VERB)**

Common usage: Renege on an agreement or promise.  
Origin: Nursery rhyme “Taffy was a Welshman, Taffy was a thief.” Later extended to refer to English bookies who fled to Wales to avoid paying bettors.

**20. LOW PERSON ON THE TOTEM POLE**

Common usage: Used by non-Indigenous people to indicate that a person is low in seniority or significance in an organization.



Origin: American Indian culture and positions of clan members on a totem, e.g. Bears on the bottom for strength and Eagles on the top for flight. Balance and equality were stressed.

## **21. INDIAN SUMMER**

Common usage: Unusually warm days in the fall.

Origin: Belief that American Indians engage in deceit and trickery in their dealings with British colonists. Indian Summer is a false summer. Indian is used in several contexts to denote something that is cheap or false, witness Indian-giver and Indian-corn. Also supporting this idea is the British phrase St. Martin's Summer referring to the same meteorological phenomenon. St. Martin suggests something cheap or false, primarily because dealers in cheap jewelry gathered at the location of London's Church of St. Martin-de-Grand after it was torn down in the 16<sup>th</sup> century. St. Martin's day is 11 November, which often corresponds to the spell of warm weather. (From <http://www.wordorigins.org>)

## **22. DUTCH BARGAIN**

Common usage: Appears to be a bargain, but is in fact a bad investment.

Origin: Belief that people from Holland are unethical and will attempt to sell something of little worth to unsuspecting customers.

## **23. DUTCH TREAT**

Common usage: Each person pays for her/himself when out for dinner or entertainment.

Origin: Belief that originated in England and perpetuated the stereotype that people from Holland are uncharitable or cheap.

## **24. REDNECK**

Common usage: A white male who has unenlightened, narrow, and racist views.

Origin: Belief that white men who do day labor (sunburned neck) hold prejudiced views and are uninformed about social issues.

## **25. GYPSY CAB**

Common usage: A taxi cab which picks up illegal fares, i.e. is only licensed to respond to calls but illegally searches the streets for passengers.

Origin: Belief that gypsies (Rumanies – Hindu ethnic group of East Indians living in Balkan states and the U.S.) steal and engage in unlawful activities.

## **26. ON THE WARPATH**

Common usage: Description of someone who is engaging in angry, confrontational behavior.

Origin: Reference to American Indians waging war.

## **SOURCES:**

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Morris, W. & Morris, M. (1977) *Morris Dictionary of Word and Phrase Origins*. New York: Harper & Row.

Walker, B. (1983). *The Woman's Encyclopedia of Myths and Secrets*. New York: Harper & Row.

Wilton, D. (2004). *Word Myths: Debunking Linguistic Urban Legends*. New York: Oxford University Press.

[www.members.aol.com/morelandc/haveorigins.htm](http://www.members.aol.com/morelandc/haveorigins.htm)

[www.wordorigins.org](http://www.wordorigins.org)

The author is interested in any dialogue regarding this exercise. Linguists recognize that words may have multiple origins and this could be true for any of the words used in the exercise. In addition, if you have suggestions for expanding this exercise, please contact the author (**Sudie Hofmann, St. Cloud State University, St. Cloud, MN**)

**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Difference

**Lesson Title:** Using Negotiation to Settle Difficulties

**Lesson:** 5 of 8

**Grade Level:** 11

**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.11.a.i: Apply interpersonal skills needed to maintain quality relationships

PS.2.C.11.a.i: Accept personal responsibility in conflict situations

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

Black/White Board or an overhead projector

Index cards

Pens

Pencils

“Negotiating Skills Components” handout

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem

	8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

After each role-play, the class will discuss the enactment of scenario and the effectiveness of choices made by participants. Each student will contribute a “Helpful Hint” for resolving conflict while respecting others. Hints will be compiled into a booklet and distributed to students.

**Lesson Preparation**

**Essential Questions:**

What does a quality relationship look like and how is it maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

**Engagement (Hook):**

Instructor will pose the following question: Have you ever done something you knew was wrong but you did it anyway due to peer pressure? (Instructor will self-disclose a personal experience from his or her past.)

## Procedures

Instructor Procedures:	Student Involvement:
1. Instructor will provide the “Negotiating Skills Components” handout.	1. Students review list of “Negotiating Skills Components” handout.
2. Instructor will select two students to role-play a mock argument in which one student is trying to convince the other to skip school in order to be accepted into a group.	2. Students will volunteer to perform the mock role-play. Be sure to monitor the frequency of participation...to assure that no student monopolizes the time. Others students will watch and note which skills from the “Negotiation Skills Components” worksheet were utilized.
3. Instructor will facilitate a discussion of the role-play and the negotiation skills utilized.	3. Students will participate in discussion of role-play and skills utilized.
4. Instructor will direct students to work in pairs to create new role-plays involving peer pressure (use index cards).	4. Each student pair will develop a role-play and will write the scenario on an index card.
5. Instructor will collect and randomly select scenarios and students to perform role-plays as time permits.	5. Students will role-play selected scenarios incorporating skills from the “Negotiating Skills Component” handout.
6. After each role-play, instructor will facilitate a discussion of the role-play and skills utilized.	6. Students will participate in discussion of role-play the skills utilized and the relationship of role play to real-life conflict situations.

## Teacher Follow-Up Activities

Instructor leads discussion on ways in which negotiation techniques can be used to avoid gang violence, and problems between friends, family, and school.

**Counselor reflection notes (completed after the lesson)**

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## Negotiating Skills Components

1. Decide if there is a problem between you and any other person(s).
2. Inform that person(s) about what you think is the problem.
3. Meet face to face to discuss the problem.
4. Listen to each other with open minds.
5. Respect each other's opinions.
6. Take a few minutes to recycle the other person's opinions in your mind.
7. Try to determine why he/she felt that way.
8. Avoid "finger-pointing".
9. Work out a compromise that pleases both of you.

**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Differences

**Lesson Title:** Diversity Day

**Lesson** 6 of 8

**Grade Level:** 11

**Length of Lesson:** 90 minutes – one day

**Missouri Comprehensive Guidance Standard:**

PS2: Interacting With Others In Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.B.11.a.i: Exhibit respect for different cultures and points of view

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musicians
- Scottish Storyteller/Bagpipe player
- Square Dancers/Square dance caller

Performance Areas with chairs and adequate space

Signs for each location

A/V equipment as needed

Publicity

Thank-you notes

**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 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 4. Present perceptions and ideas regarding works of the arts, humanities and sciences

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	5. Perform or produce works in the fine and practical arts
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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 7. Identifying and evaluating relationships between language and culture
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
X Health/Physical Education	4. Principles of movement and physical fitness
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

**Enduring Life Skill(s)**

	Perseverance	X	Integrity		Problem Solving
X	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.**

Students will complete an evaluation/short reflection of the day using the following:

Stems as possible prompts: I learned I...

I wish I...

After observing and talking with the dancers and musicians.

I want to...In order to learn more about the cultural traditions represented I will

\_\_\_\_\_.

## Lesson Preparation

### Essential Questions:

## Why is respect for others important?

### Engagement (Hook):

### Music and publicity during morning announcements prior to “Big Day.”

## Procedures

### **Instructor Procedures:**

1. Form a committee of students and staff to plan the day.
  - Determine how many class periods and performers are appropriate.
  - Contact and organize performers and set up performance times.
  - Design method for assigning classes or student body to various venues.
  - Publicize event through the web page, flyers, announcements, and school paper.
  - Set up performance areas.
2. Assist performers as necessary.
3. Write thank-you notes.

**Student Involvement:**

1. Students will participate in the planning of “Diversity Day” (hour or day) activities.
2. Student body will participate in “Diversity Day” or hour.
3. After the performance, students will write an evaluations/short reflection of performances to be given to counselor. Students will write an entry in their journals following the prompt provided in the formative Evaluation.

## Teacher Follow-Up Activities

Instructor can encourage a deeper understanding of various cultures through research, videos, food, further performances, etc.

**Counselor reflection notes (completed after the lesson)**

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**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Differences

**Lesson Title:** Managing Conflicts

**Lesson** 7 of 8

**Grade Level:** 12

**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(s) (GLE):**

PS.2.A.12.a.i: Exhibit the interpersonal skills to maintain quality relationships

PS.2.C.12.a.i: Utilize and accept personal responsibility in relationships with others

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

**Materials (include activity sheets and/ or supporting resources)**

Pens

Pencils

“Managing Conflicts” worksheet

“Alternative for Solving Conflicts” handout

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 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 5. Reason inductively from a set of specific facts and deductively from general premises

	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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) 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)**

X	Perseverance	X	Integrity	X	Problem Solving
X	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.**

Student Self-Assessment: Students will review their responses to questions on handouts provided.

**Lesson Preparation**

**Essential Questions:**

What does a quality relationship look like and how is it maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

**Engagement (Hook):**

Everyone gets into conflicts, whether they are with a parent, teacher, friend, or stranger.

Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a

time a conflict turned out well and a problem was solved, or a situation managed, or there was just a “clearing of the air.” Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you? Share your answer with a partner.

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Distribute “Managing Conflicts” worksheet.</li> <li>2. Direct students to answer questions on the second page of the worksheet.</li> <li>3. Facilitate discussion regarding students’ relationships and conflicts. The questions on the second page of the worksheet will serve as prompts to “break the ice.”</li> <li>4. Distribute and discuss “Alternatives for Solving Conflicts” handout.</li> <li>5. Direct students to answer the following (or similar) questions: What did you learn about yourself during this activity? Which of the six alternatives would you like to try more often?</li> <li>6. Collect and review worksheets with student responses. Use as means to identify those who may be having difficulty negotiating conflict.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students review “Managing Conflicts” worksheet, asking for clarification where needed. Role-playing may be used as a practice opportunity.</li> <li>2. Students ask and answer questions.</li> <li>3. Students participate in discussion.</li> <li>4. Students review and discuss “Alternatives for Solving Conflicts” worksheet.</li> <li>5. Students respond in writing to the questions.</li> <li>6. Students will hand in responses to worksheets.</li> </ol>

## Teacher Follow-Up Activities

Journal and role-play alternatives for solving conflicts. It will reinforce learning for students if they are provided time to use the skills learned in the lesson.

**Counselor reflection notes (completed after the lesson)**

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## **MANAGING CONFLICTS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Everyone gets into conflicts--with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, a situation managed, or there was just a "clearing of the air." Conflicts can also result in negative feelings that leave us feeling badly about ourselves and others. Has either happened to you?

## **RESULTS OF CONFLICTS**

When hassles are eventually resolved, there are three possible outcomes:

**Both people feel hurt:** Both people fight (physically or verbally). When this happens, the problem continues. There is no respect for self or others as a result. More than likely, there will be another fight.

**One person feels hurt and the other gets his/her way:** One person fights (physically or verbally). The other person quits or runs. The problem may be settled, but both people disrespect each other and themselves. The loser may seek revenge or take it out on someone or something else.

**No one is hurt:** No one fights or argues. Each says his or her position. Each person listens. Alternatives are used to settle the hassle. There is no "loser" or "winner" and everyone maintains respect for others and themselves.

## **THESE THINGS MAKE CONFLICTS WORSE**

**Violence (Physical or Verbal):** Violence destroys any basis for compromise and ruins friendships. It rarely deals with the real problem, and usually causes more problems. People don't often forget physical or verbal abuse.

**Running Away:** Running away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit. People who give in are usually taken advantage of by others.

**Telling on Someone:** Telling can make the problem worse. It makes others lose respect for you, and it can indicate you want others to solve conflicts and make decisions for you. However, there are times when telling IS appropriate. If a conflict has the potential of resulting in harm to you or to others it is important to get help from a responsible adult.

**You and Conflict—Tell your story—Begin with a time you used violence, ran away or told on someone when it was not appropriate.**

**a. What was the conflict?**

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**b. What happened? How did you handle the situation?**

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**c. How did you feel about it?**

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**d. How would you handle it differently if you could do it over?**

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## *Alternative for Solving Conflicts*

1. **Use “I” messages**—State the problem in terms of how it makes you feel; do not place blame on the other person. Example of an “I” message: “I am really hurt when you talk behind my back.” Example of a “you” message that places blame: “You are so stupid when you talk behind my back.”
2. **Listen closely**—Let the other person know you are willing to listen to his or her side. Example: “I’m listening,” or “Go ahead; I’ll listen.”
3. **Get help**—Use others to help solve a problem. A third person can often bring a new perspective or solutions to a conflict.
4. **Make a deal**—Compromise. Being willing to give in to certain conditions if the other person is also willing can usually be done by making a suggestion.
5. **Apologize**—Let the other person know you are sorry the conflicts happened, whether you feel you are right or wrong. If you really feel as though you are wrong, you can gain respect from others by apologizing. Example: “We don’t seem able to solve this, but I am sorry you feel badly about it. I do too.”
6. **Cool it**—Dropping it is good for cooling off or avoiding no-win situations.

**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Differences

**Lesson Title:** A Place At The Table

**Lesson** 8 of 8

**Grade Level:** 12

**Length of Lesson:** 90 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.12.a.i: Advocate respect for individuals and groups

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

**Materials (include activity sheets and/ or supporting resources)**

The Teaching Tolerance learning package “A Place at the Table” motivated the idea for this lesson. The message has broader meaning when the learning package is used; however, knowing that not everyone will have quick access to the learning package, the lesson was modified. You are, nonetheless, urged to “visit” the tolerance.org and teachingtolerance.org websites. The sites provide access to a wealth of information about such topics as race, gender, ethnic, and cultural issues. For example, valuable information about “hate group” activity in the United States as well as free or inexpensive materials for teachers are accessible from the website.

“A Place At The Table” video, book, and lesson plans are available for free at the website listed below:

[http://www.tolerance.org/pdf/tt\\_materials\\_order\\_form.pdf](http://www.tolerance.org/pdf/tt_materials_order_form.pdf)

Teaching Tolerance

400 Washington Avenue

Montgomery, Alabama 36104

[www.tolerance.org](http://www.tolerance.org) [www.teachingtolerance.org](http://www.teachingtolerance.org)

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas <ul style="list-style-type: none"><li>1. Develop questions and ideas to initiate and refine research</li><li>2. Conduct research to answer questions and evaluate information and ideas</li><li>5. Comprehend and evaluate written, visual and oral presentations and works</li><li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li></ul>
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.



	<ul style="list-style-type: none"> <li>7. Evaluate the accuracy of information and the reliability of its sources</li> <li>9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ul>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> <li>4. Present perceptions and ideas regarding works of the arts, humanities and sciences</li> </ul>
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits, and other consequences of proposed solutions</li> </ul>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> </ul>

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	<ul style="list-style-type: none"> <li>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ul>
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
X	Fine Arts	5. Visual and performing arts in historical and cultural contexts

### Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

At the conclusion of the lesson, students will write a reaction to the video.

### Lesson Preparation

#### Essential Questions:

Why is respect for others important?

#### Engagement (Hook):

Instructor will set a FORMAL place setting with multiple utensils. Students will be asked to identify the correct use for each eating/serving utensil.

### Procedures

#### Instructor Procedures:

1. Instructor reviews the correct use of each utensil at the table and asks students to think about situations in which they felt uncomfortable or wanted a place at a table but access was denied. Lead the conversation toward the metaphorical meaning of the phrase "A Place at the Table."
2. Instructor will show the video "A Place at the Table" and discuss reactions.
3. Instructor directs students to research their racial identity/heritage in relationship to finding a place at the table.
4. Students will be asked to develop a plan for their involvement with an advocacy group.

#### Student Involvement:

1. Students will actively participate in the discussion posing as well as answering questions. Students will share their experiences in small groups. Following the small group sharing, students will be invited to share situations in which they have felt uncomfortable.
2. Students will watch the video "A Place at the Table" and share reactions.
3. Students will begin their research by interviewing their oldest living relative. As students seek information, they will listen for their families' struggles to find a place at the table. They will develop a creative expression of their heritage (write a short essay, poem, song, dance or rap about their findings).
4. Students will identify an advocacy group and develop a written proposal for involvement.

**Teacher Follow-Up Activities**

Instructor may have students write a research-based report on their cultural identity.

**Counselor reflection notes (completed after the lesson)**

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**Unit #1 Title:** Personal Safety Skills and Coping Strategies

**Grade Level:** 9-12

**Number of Lessons in Unit:** 5 (2-9<sup>th</sup> grade lessons; 1 lesson each for 10<sup>th</sup> -12<sup>th</sup> grades)

**Time Required for each lesson:** 45-50 minutes

**Best time of year to implement this Unit:** Fall and/or Spring Semester

**Lesson Titles:**

9<sup>th</sup> Grade Lesson # 1: Safe and Healthy Life Choices

Materials/Special Preparations Required

“Safe & Healthy Choices” worksheet

List of local resources

9<sup>th</sup> Grade Lesson # 2: Safe and Healthy Choices (Part II)

Materials/Special Preparation Required

Video or Speaker on dangerous risk taking behavior (e.g., Alcohol and other Drugs, Gambling, Smoking, Rape, Sexual Harassment, Cyberspace and School Space Bullying, Gangs)

“Presentation Review Assessment” worksheet

10<sup>th</sup> Grade Lesson 3: Risk Taking Behaviors

Materials/Special Preparations Required

Video or Speaker on dangerous risk taking behavior (e.g. Alcohol and other Drugs, Gambling, Smoking, Rape, Sexual Harassment, Cyberspace and School Space Bullying, Gangs)

“Presentation Review Assessment” worksheet

11<sup>th</sup> Grade Lesson # 4: Fatal Accident

Materials/Special Preparations Required

Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)

12<sup>th</sup> Grade Lesson # 5: Community Wellness Fair

Materials/Special Preparations Required

List of community health and safety agencies

Envelopes and Letterhead

Thank you Notes

Tables

Chairs

Signs for each table to represent agency in attendance

VCR's, TV's, Computer Hook-up's as needed

Flyers announcing Wellness Fair

Hospitality Room with Snacks for exhibitors

Newspaper Article to promote community involvement

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying Personal Safety Skills and Coping Strategies

**Grade Level Expectation(s) (GLE):**

PS.3.A.09.a.i: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.

PS.3.A.10.a.i: Utilize decision-making skills to evaluate risk-taking behavior.

PS.3.A.11.a.i: Analyze the impact of personal decisions on the safety and health of self and others.

PS.3.A.12.a.i: Utilize decision-making skills to make safe and healthy life choices.

PS.3.B.09.a.i: Identify and utilize resources available to address personal safety issues.

PS.3.B.10.a.i: Evaluate and review resources that address personal safety issues.

PS.3.B.11.a.i: Demonstrate skills that reinforce a safe environment for all students.

PS.3.B.12.a.i: Advocate for the personal safety of self and others.

PS.3.C.09.a.i: Identify resources to help individuals cope with life changes or events.

PS.3.C.10.a.i: Analyze and refine individual coping skills to manage life-changing events.

PS.3.C.11.a.i: Apply individual coping skills to manage life-changing events.

PS.3.C.12.a.i: Exhibit coping skills to manage life-changing events.

**American School Counselor Association National Standards (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
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistic
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control.

		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):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices.

Students will demonstrate positive coping skills in managing life events by utilization of community resources.

**Brief Summary of Unit:**

Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well being, or when a life situation requires a new way of coping.

**Unit Goals:**

Identify, advocate, and manage life-changing events and make healthy life choices.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Problem solving steps, and decision-making and refusal skills.

**Unit #1 Title:** Personal Safety Skills and Coping Strategies

**Lesson Title:** Safe and Healthy Life Choices      **Lesson #** 1 of 5

**Grade Level:** 9

**Length of Lesson:** 45-50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying Personal Safety Skills and Coping Strategies

**Grade Level Expectations (GLEs):**

PS.3.A.09.a.i: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.

PS.3.B.09.a.i: Identify and utilize resources available to address personal safety issues.

PS.3.C.09.a.i: Identify resources to help individuals cope with life changes or events.

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

C. Students will understand safety and survival skills

**Materials (include activity sheets and/ or supporting resources)**

List of local social services resources in your area.(e.g. Rape and Abuse Crisis Center)  
Samples of printed information available through individual agencies (request enough copies for every ninth grade student)  
“Safe & Healthy Choices” worksheet

**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
	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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	7. Responses to emergency situations
	Fine Arts	

### Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students will analyze and assess life-changing events through a series of written questions.

### Lesson Preparation

#### Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life-changing events?
- How can refusal skills promote personally responsible decisions?

#### Engagement (Hook):

- Your best friend just told you he/she is thinking about suicide. What do you do?
- Where do you get help?

### Procedures

#### Instructor Procedures:

1. Hand out "Safe and Healthy Life Choices" worksheet.
2. Upon completion counselor will facilitate discussion of responses.
3. Review and provide resource materials from local agencies.

#### Student Involvement:

1. Students will complete the worksheet individually.
2. Students will discuss responses in a small group and with the whole class.
3. Students will receive information on local resources. In groups of 5-6, students will identify contact persons for the resources that are available in their community.

### Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

### Counselor reflection notes (completed after the lesson)



## Safe & Healthy Choices

1. Five choices that can lead to safe and healthy or unsafe and/or unhealthy decisions my peers and I will face in high school are:
2. Factors that influence my decision to make healthy or unhealthy life choices include the following:
3. What life changing events are likely to (or may) occur in my or my life peers' lives?
4. Where can I receive assistance to help with specific life changing events?

**Unit #1 Title:** Personal Safety Skills and Coping Strategies

**Lesson Title:** Safe and Healthy Life Choices (Part II)

**Lesson #** 2 of 5 (This lesson is a continuation of 9<sup>th</sup> Grade Lesson 1)

**Grade Level:** 9

**Length of Lesson:** 45-50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying Personal Safety Skills and Coping Strategies

**Grade Level Expectation (GLE):**

PS.3.A.09.a.i: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.

PS.3.B.09.a.i: Identify and utilize resources available to address personal safety issues.

PS.3.C.09.a.i: Identify resources that can help manage life changes or events.

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

C. Students will understand safety and survival skills

**Materials (include activity sheets and/ or supporting resources)**

Video or Speaker on a risk taking behavior (i.e. Drugs, Alcohol, Rape, Sexual Harassment, Bullying, Cyberspace, Gangs)

“Presentation Review Assessment” worksheet

**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
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	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	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion and written assessment.

### Lesson Preparation

#### Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life-changing events?

#### Engagement (Hook):

- John, you have just taken a sip of your father's cocktail. Are you at risk?
- Jane, Mark wants you to "try" marijuana with him. Are you at risk?

### Procedures

Instructor Procedures:	Student Involvement:
1. Following engagement via "hook", the counselor will introduce presenter or video.	1. Students will listen to introduction of presenter or video and write questions they have/hope to answer through the presentation.
2. Presenter will present or video will be shown.	2. Students will listen to presentation or watch video and take notes.
3. Counselor will facilitate follow-up discussion.	3. Students will participate in discussion in small groups.
4. Counselor will distribute "Presentation Review Assessment" worksheets.	4. Students will complete "Presentation Review Assessment" worksheet.

### Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

### Counselor reflection notes (completed after the lesson)

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## Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist other in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...



## Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist other in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...



**Unit #1 Title:** Personal Safety Skills and Coping Strategies

**Lesson Title:** Risk Taking Behaviors

**Lesson #** 3 of 5

**Grade Level:** 10

**Length of Lesson:** 45-50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying Personal Safety Skills and Coping Strategies

**Grade Level Expectation (GLE):**

PS.3.A.10.a.i: Utilize decision-making skills to evaluate risk-taking behavior.

PS.3.B.10.a.i: Evaluate and review resources that address personal safety issues.

PS.3.C.10.a.i: Analyze and refine coping skills to manage life-changing events.

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

C. Students will understand safety and survival skills

**Materials (include activity sheets and/ or supporting resources)**

Video or Speaker on a risk taking behavior (e.g., Alcohol and other Drugs, Gambling, Smoking, Rape, Sexual Harassment, Cyberspace and School Space Bullying, Gangs)  
“Presentation Review Assessment” worksheet

**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
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	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	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion and written assessment.

### Lesson Preparation

#### Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life-changing events?

#### Engagement (Hook):

Are you at risk?

### Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>Following engagement via “hook”, the counselor will introduce presenter or video.</li> <li>Presenter will present or video will be shown.</li> <li>Counselor will facilitate follow-up discussion.</li> <li>Counselor will distribute “Presentation Review Assessment” worksheets.</li> </ol>	<ol style="list-style-type: none"> <li>Students will listen to introduction of presenter or video and write questions they have/hope to answer through the presentation.</li> <li>Students will listen to presentation or watch video and take notes.</li> <li>Students will participate in discussion in small groups.</li> <li>Students will complete “Presentation Review Assessment” worksheet.</li> </ol>

### Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

### Counselor reflection notes (completed after the lesson)

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## Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist other in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...



## Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist other in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...



**Unit #1 Title:** Personal Safety Skills and Coping Strategies

**Lesson Title:** Fatal Accident

**Lesson #** 4 of 5

**Grade Level:** 11

**Length of Lesson:** 45-50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying Personal Safety Skills and Coping Strategies

**Grade Level Expectation (GLE):**

PS.3.A.11.a.i: Analyze the impact of personal decisions on the safety and health of self and others.

PS.3.B.11.a.i: Demonstrate skills that reinforce a safe environment for all students.

PS.3.C.11.a.i: Apply individual coping skills to manage life-changing events.

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

C. Students will understand safety and survival skills.

**Materials (include activity sheets and/ or supporting resources)**

Docudrama or program provided by community emergency agencies (e.g. highway patrol, police, fire department, hospital).

**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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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
X	Science	2. Properties and principles of force and motion
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	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students utilize, evaluate, review, and refine decision-making skills referencing risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion.

### Lesson Preparation

#### Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life-changing events?

**Engagement (Hook):** Play audio of sounds of an automobile crash, including the silence the That follows the crash. After students hear audio of crash ask: "What was that!?"  
Students share their thoughts and feelings about what they heard.

### Procedures

Instructor Procedures:	Student Involvement:
1. The counselor will introduce the presenter.	1. Students will listen to the introduction of the presenter. Each student will formulate (in writing) at least one personally relevant question he or she wants to have answered.
2. The presenter from an Emergency Personnel Agency will present information.	2. Students will listen to the presentation and formulate additional questions.
3. Presenter and/or counselor will lead follow-up discussion.	3. In small groups students will participate in discussion of the meaning/application of concepts presented.
4. Presenter will provide handouts/resources from their area of specialty.	4. Students receive information provided, review and ask questions..

**Teacher Follow-Up Activities**

Teacher will refer student to appropriate resources with student concerns.

**Counselor reflection notes (completed after the lesson)**

**Unit #1 Title:** Personal Safety Skills and Coping Strategies

**Lesson Title:** Community Wellness Fair

**Lesson #** 5 of 5

**Grade Level:** 12

**Length of Lesson:** 45-50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying Personal Safety Skills and Coping Strategies

**Grade Level Expectation (GLE):**

PS.3.A.12.a.i: Utilize decision-making skills to make safe and healthy life choices.

PS.3.B.12.a.i: Advocate for the personal safety of self and others.

PS.3.C.12.a.i: Exhibit coping skills to manage life-changing events.

**American School Counselor Association National Standards (ASCA):**

Personal Social Development

C. Students will understand safety and survival skills

**Materials (include activity sheets and/ or supporting resources)**

List of community health and safety agencies  
Envelopes and Letterhead  
Thank you Notes  
Tables  
Chairs  
Sign for each table to represent agency in attendance  
VCR's, TV's, Computer Hook-up's as needed  
Flyers announcing Wellness Fair  
Hospitality Room with Snacks for exhibitors  
Newspaper Article to promote community involvement

**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	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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

X	Science	3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 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	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students utilize, evaluate, review, and refine decision-making skills referencing risk-taking behaviors; address personal/safety issues, and management of life changing events through observation and discussion.

### Lesson Preparation

#### Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life changing events?

#### Engagement (Hook):

- What is a Wellness Fair?

### Procedures

Instructor Procedures:	Student Involvement:
1. Pre-Preparation of "Wellness Fair": Committees of 12 <sup>th</sup> grade students and staff will plan a "Wellness Fair", including "why, who, what, where, when" of event.	1. Seniors students will work with the counselor(s) to plan a "Wellness Fair."
2. Counselor and student committees will organize times for classes to participate in "Wellness Fair".	2. Students will work with the counselor to organize times.

<p>3. Counselor and student publicity committee will write newspaper article, print and distribute flyers announcing “Wellness Fair”.</p> <p>4. The counselor will order food for hospitality room.</p> <p>5. Day of “Wellness Fair” Preparation:</p> <ul style="list-style-type: none"> <li>a. Counselor and student committee will set up tables, chairs, and arrange for parking.</li> <li>b. Counselor will provide student escorts for exhibitors.</li> </ul> <p>6. Post-Preparation of “Wellness Fair”:</p> <ul style="list-style-type: none"> <li>1. Committee cleans-up.</li> <li>2. Committee will write thank-you notes to exhibitors.</li> </ul>	<p>3. Students will work with the counselor to publicize the “Wellness Fair.”</p> <p>4. N/A</p> <p>5. Day of “Wellness Fair” Preparation</p> <ul style="list-style-type: none"> <li>a. Student committee will set up tables, chairs, and arrange for parking.</li> <li>b. Students escort exhibitors to proper stations.</li> </ul> <p>6. Post-Preparation of “Wellness Fair”:</p> <ul style="list-style-type: none"> <li>1. Students will serve on clean up committee.</li> <li>2. Students will help write thank you notes to exhibitors.</li> </ul>
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### Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

### Counselor reflection notes (completed after the lesson)

**Unit #1 Title:** Learning for Life

**Grade Level:** 9-12

**Number of Lessons in Unit:** 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

**Time Required for each lesson:** 1 to 2 class periods

**Best time of year to implement this unit:** Beginning of school year

**Lesson Titles:**

9<sup>th</sup> Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

MSCA Pointers for Students “Searching for Solutions: Improving Student Study Skills” Call 1-800-264-6722 or email msca @msca@mvp.net for copies

9<sup>th</sup> Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10<sup>th</sup> Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The PLAN PowerPoint may be downloaded from [www.act.org/plan.index.html](http://www.act.org/plan.index.html)

Information over the PSAT DVD presentation may found at

[www.collegeboard.com](http://www.collegeboard.com) Test Prep information may downloaded from either website.)

10<sup>th</sup> Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11<sup>th</sup> Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Students’ Individual Credit Check and Career Plan

12<sup>th</sup> Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

**Missouri Comprehensive Guidance Standard:**

AD.4: Applying skills needed for educational achievement

**Grade Level Expectation(s):**

- AD.4.A.09.a.i: Review and build upon educational skills necessary to progress toward life-long learning goals.
- AD.4.B.09.a.i: Review and build upon a self-management system and adjust to increased academic demands.
- AD.4.A.10.a.i: Assess and apply educational skills necessary to progress toward individual life-long learning goals.
- AD.4.B.10.a.i: Assess and apply a self-management system to meet increased academic demands.
- AD.4.A.11.a.i: Consistently utilize educational skills necessary to progress toward individual life-long learning goals
- AD.4.B.11.a.i: Consistently utilize a self-management system and adjust to increased academic demands.
- AD.4.A.12.a.i: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.
- AD.4.B12.a.i: Exhibit self-management skills necessary for educational achievement.

**American School Counselor Association National Standards (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	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>6. Apply communication techniques to the job search and to the workplace</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>

X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities
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**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (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 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

**Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12<sup>th</sup> grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12<sup>th</sup> grade lesson.

**Brief Summary of Unit:**

This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.

**Unit Goals:**

Students will utilize skills developed during their educational career to become life-long learners.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

It will be important for the students to be familiar with self-management, goal setting, study and test-taking skills. They will need the ability for apply self-assessment processes.



<b>Unit #1 Title:</b> Learning for Life	
<b>Lesson Title:</b> Study Skills Workshop	<b>Lesson:</b> 1 of 6
<b>Grade Level:</b> 9	
<b>Length of Lesson:</b> 2 class periods	
<b>Missouri Comprehensive Guidance Standard:</b> AD.4: Applying skills needed for educational achievement	
<b>Grade Level Expectation (GLE):</b> AD.4.A.09.a.i: Review and build upon educational skills necessary to progress toward life-long learning goals.	
<b>American School Counselor Association National Standard (ASCA):</b> 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)**

Personal Study Skills and Habits Review Survey Study Skills Tip Sheet MSCA Pointers for Students “Searching for Solutions: Improving Student Study-Skills” (Call 1-800-264-6722 or email msca@mvp.net for copies.)
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**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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
	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	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

Assessment for this lesson will be through observation of individual student participation in class discussions. The counselor will monitor the quantity and quality of contributions of individuals. The counselor may choose to collect student checklists to identify individuals that need assistance with specific study-skill strategies.

### Lesson Preparation

#### Essential Questions:

Do personal habits influence study habits?

What are my strongest study-skill strategies?

What study-skill strategies do I need to improve in order to be successful in high school?

#### Engagement (Hook):

Discussion of personal habits, both effective and ineffective. Transition this into a discussion of ways personal habits influence the development of effective study habits.

### Procedures

Counselor Procedures:	Student Involvement:
1. Counselor will begin the class with the question, "What is a habit?" This question may be placed on an overhead, chalkboard or asked verbally. This will lead to a discussion about habits both positive and negative. The counselor will need to keep the discussions about positive and negative habits appropriate.	1. Students will respond with their definition of a habit. Students will also offer examples of both positive and negative habits.
2. Counselor will transition this discussion into personal study-skills habits/strategies. The counselor will ask, "Do you use study-skills habits?" Allow for the students to give responses and	2. Students will tell a partner about the study-skill habits/strategies they developed before coming to high school. (Variation: In groups of 4 or 5, students will create "posters" depicting study skills that

<p>place those responses on an overhead or chalkboard; facilitate a brief discussion about how these habits/strategies were developed and/or learned.</p> <p>3. The counselor will then pass out the “Personal Study Skills and Habits Review Survey”. Allow time for the students to complete both the survey and the questions at the end of the survey.</p> <p>4. After the students have completed the survey and questions, facilitate a class discussion about the study-skills habits students consider to be their strongest and the study-skill habits students consider to be their weakest. (This may need to be the start of the second day)</p> <p>5. Pass out the “Study Skills Tip Sheet” to all students. The counselor will go over the tips sheet with the students. He or she will explain that these tips along with the study-skill habits they are already using will help them be successful in high school. It should also be noted that weaker study-skills habits can be developed to be more successful. The counselor will instruct students to read “Study Skills Tip Sheet” and highlight, underline or circle tips they will implement in order to successfully achieve their goals in high school.</p> <p>6. The counselor may choose to collect the student’s survey sheet. These surveys may be used to identify students who need individual or small group sessions to strengthen positive study-skills habits. The completed surveys will be maintained in students’ portfolios (or other storage system).</p>	<p>have been helpful in their prior learning situations)</p> <p>3. Students will complete the Personal Study Skills and Habits Review Survey and answer the questions at the end of the survey.</p> <p>4. Students will participate in the class discussion and offer personal insights as to their strong study-skill habits and ones they may need to improve in order to achieve their goals.</p> <p>5. Students should read over the “Study Skills Tip Sheet” and identify the tips they will begin using.</p> <p>6. Students will turn in their survey sheets to the counselor.</p>
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### **Teacher Follow-Up Activities**

A possible follow-up activity for the classroom teacher would be to choose one study-skill habit/strategy that a majority of students indicated as “weak” and implement that strategy in the classroom. The classroom teacher could spend some time teaching that study-skill habit to the students in his/her classroom.

Another possible classroom follow-up activity would be to have a question on the next test that asks the students to list the study-skill habits/strategies that they used to prepare themselves for the test. They could also have a classroom discussion while going over the test that would include how students studied for the test and identify the habits that provided the best test results.

Another possible follow-up activity would be for the classroom teachers to introduce a new study-skills habit/strategy at the beginning of each unit. The classroom teacher could stress the importance of using the new habit/strategy as well as others to study and review materials for the unit test.

### **Counselor reflection notes (completed after the lesson)**

### Personal Study Skills and Habits Review Survey

**Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DIRECTIONS:** Read each question about your personal study skills and habits. Rate yourself and check the appropriate box. Answer the three questions after the survey using complete sentences.

Question	Yes	Sometimes	No
1. Do you have a regular time to study?			
2. Do you have a regular place to study?			
3. Do you try to study when you are alert/rested?			
4. Do you begin the study of a topic by quickly glancing over the topic to see what it is about?			
5. Do you think through or process information instead of just reading it?			
6. Do you concentrate fully when you are studying?			
7. Do you express in your own words what the author is saying?			
8. Do you review material/information of each subject that you have studied from previous days?			
9. Do you take meaningful/useful notes over what the teacher says in class?			
10. Do you put notes in an outline form as soon as possible after taking them?			
11. When reviewing your notes do you have enough details to remember what the topic was about?			
12. During lectures, do you look and listen to the teacher?			
13. Do you think about what the teacher is saying as well as listening to what he or she is saying?			
14. Do you think about ways the subject you are studying may be helpful to you later in life?			
15. When you are reading do you keep in mind the overall idea, topic or story?			
16. Do you believe that in addition to learning the details of a subject it is important to know the overall idea as well?			
17. Do you deliberately prepare yourself for participation in class discussions?			
18. Do you deliberately prepare yourself for open-note quizzes or tests?			
19. Do you think through the meaning of test questions before you answer them?			
20. Do you write all homework assignments, tests and projects in your planner to remind yourself what is due?			

Review your survey responses and then answer the following questions.

1. Do you think your study-skills habits/strategies are helping you be academically successful?  
Why or why not?

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2. Please describe your most successful study-skill habit/strategy. Please include where you learned it and how it helps you.

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3. After reviewing your responses to the Study Habits Survey, which habits/strategies do you need to improve in order to successfully achieve your goals in high school?

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## Study Skills Tip Sheet

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

### **General Study-Skill Tips:**

1. Set up a daily time and place to study.
2. Write down homework assignments, tests and project along with due dates.
3. Review your notes and handouts on a daily basis.
4. Begin intensive test preparation. Study everyday as if you have a test the next day.
5. Always look for new study-skills habits/strategies that may work for you!

### **Note-Taking Tips:**

Good note-taking habits can improve your ability to learn and shorten your time when preparing for a test!

1. Listen carefully to the teacher.
2. Always write down things the teacher:
  - a. Writes on the board or overhead.
  - b. Says are important to remember.
  - c. Says over and over and over again.
3. Take your notes in outline form and write clearly!
4. Always put examples, page numbers or reminders next to your notes.
5. Leave room on your paper to expand or add to your notes after class.

### **Textbook Reading Tips:**

Being able to read for content and take notes out of your textbook will allow for you to better understand big ideas and the vocabulary of the unit you are studying.

1. Get the “Big Picture” first. This means glancing through the chapter headings and subheadings.
2. Skim pages if you are looking for a general idea.
3. Read slowly if you are looking for details.
4. Read the summary paragraphs at the end of each section or chapter to get the general idea.
5. Use the SQ3R system (this system is best used over a period of a few days):
  - a. Skim: Skim the chapter before reading it. Be sure to pay attention to all pictures, charts, and diagrams.
  - b. Question: After skimming the chapter write down two or three questions about the chapter or section.
  - c. Read: Read the chapter carefully while taking outline notes of what you are reading.
  - d. Review: Review your notes and use them to answer the questions you developed after you skimmed the chapter (“b” above).
  - e. Recite: Quiz yourself over the main concepts of the chapter.

### **Test-Taking Tips:**

Using these tips will help you be more confident when taking your test and will help alleviate symptoms of test anxiety.

1. Before the test:
  - a. Have several study sessions prior to the test day.
  - b. Do not cram the night before!

- c. Anticipate/predict test questions. Creating a practice test can help with this.
  - d. Complete any review sheets a teacher gives you.
  - e. Review all notes, outlines, note cards, quizzes and/or review sheets for the current test materials.
  - f. Take a deep breath before entering the classroom and tell yourself that you will do well because you have prepared well.
2. During the test:
- a. Relax and take slow deep breaths if you need to calm yourself down.
  - b. Look over the entire test first.
  - c. Manage your time so that you are able to complete all sections.
  - d. Read all directions very carefully.
  - e. Answer questions you know first.
  - f. Circle questions you can't answer; go back and answer them last.
  - g. Review all your answers before turning in your test.
3. After the test:
- a. Read any comments made by your teacher.
    - b. Correct any wrong answers so you can use the test as a way to learn more about a subject...AND to study for finals.
  - c. Talk with your teacher if you have any questions about an answer.

### **Short Hand Tips:**

Developing a short hand system will allow you to take notes in less time.

1. Abbreviate words by:
  - a. Dropping middle letters such as "cont'd" (continued).
  - b. Dropping endings of words such as "Oct." (October).
2. Use common symbols such as:
  - a. c. -- for "about"
  - b. cf. -- for "compare"
  - c. fg. -- for "following"
  - d. i.e. -- for "that is"
  - e. e.g. -- for "for example"
  - f. w/ -- for "with"
  - g. w/o -- for "without"
3. Develop your own common symbols for words that you use frequently in note taking.

### **Keeping Focused While Studying Tips:**

Keeping your body healthy and alert will make studying much easier and allow you to retain more information.

1. Take a short break. Get up and do something after studying for long periods of time. Stretch, take a walk, or get something to eat or drink.
2. After your break, go back to studying. Review your notes to get a fresh start on your subject.
3. Get plenty of sleep.
4. Eat a balanced diet.
5. Exercise regularly.
6. Take time out for fun!



**Unit #1 Title:** Learning for Life

**Lesson Title:** Making Your Own Master Calendar

**Lesson:** Lesson 2 of 6

**Grade Level:** 9

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

AD.4: Applying skills needed for educational achievement

**Grade Level Expectation (GLE):**

AD.4.B.09.a.i: Review and build upon educational skills necessary to progress toward life-long learning goals.

**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)**

Provide students with a school year calendar. Students may have one in a school planner. Students may also make their own dividing paper into the 9 different months.

**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 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Completed Personal Master Calendar for the present school year.

### Lesson Preparation

**Essential Questions:**  
 How do I spend my time?

**Engagement (Hook):** Make up a high school announcement sheet with several time conflicts for activities. Discuss the time demands that each student has such as: homework, activities, family, friends, and chores.

### Procedures

<b>Counselor Procedures:</b>	<b>Student Involvement:</b>
1. Read fake (or real) announcements or have coaches/activity advisors interrupt and make announcements during the class.	1. Listen.
2. Ask students the steps they follow to plan their time.	2. Volunteers discuss how they plan their time.
3. Go over the school calendar with the class. Have students put their birthdays and other important dates on their calendars.	3. Students will write important dates on their calendars (end of quarters, special events).
4. Have school activity schedules available and share information with the students.	4. Students add information that is important to them.
5. Ask students to write dates important to them on their calendars.	5. Students continue to fill out calendars.
6. Discuss how conflicts may occur and how to avoid them.	6. Participate in a group discussion about conflicts and priorities.

**Teacher Follow-Up Activities**

At the beginning of each month ask the teacher to review calendars with students or take out calendars when announcements are read.

**Counselor reflection notes (completed after the lesson)**

**Unit #1 Title:** Learning for Life

**Lesson Title:** Strategies for Taking Standardized Timed Tests

**Lesson #** 3 of 6

**Grade Level:** 10

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

AD.4: Applying skills needed for educational achievement.

**Grade Level Expectation (GLE):**

AD.4.B.10.a.i: Assess and apply educational skills necessary to progress toward life-long learning goals.

**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 a lifespan.

**Materials (include activity sheets and/ or supporting resources)**

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

The PLAN PowerPoint may be downloaded from [www.act.org/plan.index.html](http://www.act.org/plan.index.html)

Information over the PSAT DVD presentation may found at [www.collegeboard.com](http://www.collegeboard.com)

Test Prep information may downloaded from either website

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 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
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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X	Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students list or discuss possible ways to improve their test scores.

### Lesson Preparation

#### Essential Questions:

How do study strategies lead to \$\$ for post-secondary education?

What study-strategies do I use in order to best prepare myself for standardized test?

**Engagement (Hook):** Discussion of what colleges and universities use as their minimum cut off scores on standardized tests for scholarship money (e.g. Bright Flight). Counselors can also bring in scholarship applications listing the criteria for earning those scholarships. Be sure to pay careful attention to the standardized test score requirements.

### Procedures

#### Counselor Procedures:

1. Counselor will present the minimum cut off scores for scholarship money as well as criteria for specific scholarships available.
2. Students' individual score reports will be handed out.
3. Counselor will begin a discussion about individual score reports. The use of the PLAN PowerPoint or PSAT DVD presentation may be used to enhance

#### Student Involvement:

1. Students will observe and look over the scholarship information.
2. Students will look over their score reports.
3. Students will participate in the discussion.

<p>information.</p> <ol style="list-style-type: none"> <li>Counselor will discuss using individual test results to identify academic strengths and weaknesses. This knowledge will be used to develop a plan for improving academic skills as well as their standardized test scores.</li> <li>Introduce websites (listed above in the Materials section) for students to visit.</li> <li>Counselor will ask students to list at least 3 ways they will use knowledge about the importance of test scores and their individual results to help them improve their academic skills and their standardized test scores.</li> </ol>	<ol style="list-style-type: none"> <li>Students will offer input as to ways to improve their own academic skills and standardized test scores.</li> <li>If computers are available students may “go to” the test- prep websites, if not test prep information from the test publisher may be given out.</li> <li>Students will list at least 3 ways they will use their test information to help themselves improve their academic scores and their standardized test scores.</li> </ol>
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## Teacher Follow-Up Activities

Teachers can put up notices as to when the next standardized tests will be given. Core area teachers may choose to put together a Prep Course in order to work with students to improve their academic skills and to improve their standardized test scores.

**Counselor reflection notes (completed after the lesson)**

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<b>Unit #1 Title:</b> Learning for Life	
<b>Lesson Title:</b> Prioritizing Time	<b>Lesson:</b> 4 of 6
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 50 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.4: Applying skills needed for educational achievement.	
<b>Grade Level Expectation (GLE):</b> AD.4.B.10.a.i: Assess and apply a self-management system to meet increased academic demands.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.	

**Materials (include activity sheets and/ or supporting resources)**

Student planners Index Cards
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 4. Evaluate the processes used in recognizing and solving problems 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 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	7. The use of tools of social science inquiry (such as

		surveys, statistics, maps, document)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

Observation of discussion and group activities on handling and avoiding time conflicts.  
Student's list of priorities. These lists may be collected, photocopied and then returned to the students. This information may be used to help individual students who need additional support.

### Lesson Preparation

#### Essential Questions:

How do I avoid time conflicts in my daily schedule? What are my priorities?

**Engagement (Hook):** Role play an argument between the teacher and counselor in which one of them plays the role of the student and one plays the role of the teacher. The argument will center on the following scenario:

The student approaches the teacher wanting to miss a very important club/activity meeting after school due to the student having to work. The teacher will inform the student that missing the meeting means he or she will be kicked out of the club/activity due to too many absences. The student will get upset and storm away from the teacher.

This hook is designed to show students how lack of planning may set them up for conflicts.

### Procedures

#### Counselor Procedures:

1. After the "hook", ask students how we could have avoided the conflict.
2. Ask students to recall and write (on an index card) a situation in which they were supposed to be in two places at one time and what they did.
3. Put all responses in a hat and pull out a

#### Student Involvement:

1. Group discussion about ways the conflict could have been avoided.
2. Students will write a description of their situations and the action taken to resolve time conflict.
3. Participate in/observe/discuss skits.



<p>situation, volunteers will act out the situation. Alternative: Put students in groups of four. Each group has a different situation that is acted out before the other groups.</p> <p>4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?</p> <p>5. Have students list their top 4 time priorities (e.g. family time, study time)</p> <p>6. The priority lists may be collected and assessed. If collected, make copy and return copy to the students.</p>	<p>4. Group discussion. re: priorities and decision-making.</p> <p>5. Make list of priorities and strategies for making sure priorities are scheduled.</p> <p>6. Students will turn in their top 4 priorities.</p>
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### **Teacher Follow-Up Activities**

Discuss specific class time priorities.

### **Counselor reflection notes (completed after the lesson)**

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<b>Unit #1 Title:</b> Learning for Life	
<b>Lesson Title:</b> Progressing Toward Graduation	<b>Lesson:</b> 5 of 6
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 50 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.4: Applying skills needed for educational achievement.	
<b>Grade Level Expectation (GLE):</b> AD.4.B.11.a.i: Consistently utilize a self-management system and adjust to increased academic demands.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.	

**Materials (include activity sheets and/ or supporting resources)**

Student Career Plans and Credit Studies (checks).
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (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	

### Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**

Students will engage in a self-assessment of the alignment of graduation requirements, post-secondary goals with the courses they have completed and the grades they have earned to make sure they will graduate "on time."

### Lesson Preparation

#### Essential Questions:

What do I still need to do in high school to be successful and attain my goals after graduation?

**Engagement (Hook):** Have students write a short paragraph that, in general, states what they will be doing after graduation. Have volunteers share their information with the class. Ask those students who shared to explain how they will go about doing what they wrote about.

### Procedures

Counselor Procedures:	Student Involvement:
1. Ask volunteer students to describe how they plan to achieve graduation goals.	1. Students will read their paragraphs and describe how they plan to attain those goals.
2. Discuss the possible options students have after graduation. Four-year College/University, Two-year College/Technical School, Work, and the Military. Ask students to indicate, if they have not already, which one of those areas they are planning on going into after graduation.	2. Students write down which of the four areas they will be going into after graduation and how that choice will help them attain the goals they identified in #1.
3. Class discussion over what has to be accomplished in high school in order for their goals to be attained.	3. Students give suggestions as to what they need to do in order to meet their post-secondary goals.
4. Pass out student Personal Educational Plans and Credit Study sheets and go over the	4. Students will review information on their plans and adjust their plans

plans with the students.	according to what their post-secondary plans are.
5. Have students list what they need to do in order to graduate and prepare themselves for their post-secondary goals.	5. Students list what they still need to do to graduate and prepare for future education or training.

## Teacher Follow-Up Activities

Teachers may choose to have their students write a short paper that will outline their goals and the steps needed to attain them.

**Counselor reflection notes (completed after the lesson)**

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<b>Unit #1 Title:</b> Learning for Life	
<b>Lesson Title:</b> Self Assessment of Self-Management, Study and Test-Taking Skills	<b>Lesson 6 of 6</b>
<b>Grade Level:</b> 12	
<b>Length of Lesson:</b> 1 to 2 class periods	
<b>Missouri Comprehensive Guidance Standard:</b> AD.4: Applying skills needed for educational achievement	
<b>Grade Level Expectation (GLE):</b> AD.4.A.12.a.i: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B.12.a.i: Exhibit self-management skills necessary for educational achievement.	
<b>American School Counselor Association National Standard (ASCA):</b> 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)**

9-12 AD 4 Summative Evaluation
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 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 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet 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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
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	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

The 3-part summative self-evaluation for the "Learning for Life" Unit is conducted in the 12<sup>th</sup> grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. The assessment follows this lesson—it may be photocopied for your students' use.

**Lesson Preparation**

**Essential Question:** How do self-management, study, and test-taking skills influence life long learning and your attainment of personal goals?

**Engagement (Hook):** How do you rate yourself? Show me 5, 4, 3, 2, 1 (5 being the highest, 1 being the lowest) in each area by holding up your number of self-rating. Self Management "Show Me ..." Study Skills "Show Me..." Testing Taking Skills "Show Me..."

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The counselor will give each senior Part One of the "9-12 Summative Self-Evaluation for CG 4." Part One allows for each senior to rate himself or herself in the areas of self-management, study skills, and test-taking skills.	1. Students will rate themselves <i>Good, Average, or Poor</i> for 27 skills they have learned throughout their educational experience.

<p>2. The counselor will lead a brief discussion of the skills that were rated as the highest and which were rated as the lowest.</p> <p>3. The counselor will administer Part Two of the 9-12 Summative Self-Evaluation for CG 4. Part Two allows each student to identify and discuss situations in which specific skills were used AND situations in which he or she didn't have the specific skills to be successful.</p> <p>4. The counselor will lead a brief discussion about skills successful learners use. During the discussion, stress the need to continue to maintain strong skills as well as develop weaker skills in order to be a successful life-long learner</p> <p>5. The counselor will administer Part Three of the 9-12 Summative Self-Evaluation For CG 4. Part Three encourages learners to project how they will use the three skill areas (Self-Management, Study Skills, Test-taking Skills) to achieve post-secondary goals and life-long learning.</p> <p>6. The counselor will work with the Communication Arts teacher to devise a possible grading system for the personal essays. It is recommended that the counselor collect the CG 4 Summative Self-Evaluation, copy them and place one in the student's permanent folder and return the other to student.</p>	<p>2. In pairs students will describe their strongest and weakest skills and for discuss the implications for their success with their partners.</p> <p>3. Students will give examples of times in which they used their stronger skills to be a successful learner as well as times they were not successful because their skills were not as strong or were not acquired. Students will complete a chart on which they list skills that will be important to them for their post-secondary choices.</p> <p>4. Students will volunteer responses during the discussion and brainstorm possible ways to improve their weaker skills.</p> <p>5. Students will write a personal essay in which they hypothesize how the skills they have learned in their educational experience will help them achieve their post-secondary goals and continue to be a life long learner.</p>
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### Teacher Follow-Up Activities

One possible follow-up activity would be for the teachers to discuss skills that students feel comfortable using when they are out of high school and skills that they feel they should continue to develop. The teacher may be able to incorporate these skills into future lessons to help the students continue to develop.

**Counselor reflection notes (completed after the lesson)**



**9-12 SUMMATIVE SELF-EVALUATION FOR CG 4**  
**Applying Skills Needed for Educational Achievement**  
**PART 1: LIFE-LONG LEARNING SKILLS SURVEY**

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

**1. How do you rate yourself on the following self-management skills? (Circle answer)**

a. Writing down assignments/tests/projects	Good	Average	Poor
b. Turning in homework on time	Good	Average	Poor
c. Getting academic help when needed	Good	Average	Poor
d. Having a scheduled studying time	Good	Average	Poor
e. Keeping my school and personal materials organized	Good	Average	Poor
f. Having a place at home to study with materials	Good	Average	Poor
g. Managing my time during my daily schedule	Good	Average	Poor
h. Attending school regularly	Good	Average	Poor
i. Being on time to school and/or work	Good	Average	Poor

**2. How do you rate yourself on the following study-skills? (Circle answer)**

a. Listening actively in class	Good	Average	Poor
b. Asking questions in class	Good	Average	Poor
c. Reviewing class notes	Good	Average	Poor
d. Knowing/understanding topic-specific vocabulary	Good	Average	Poor
e. Being prepared for class	Good	Average	Poor
f. Outlining readings from textbooks	Good	Average	Poor
g. Taking effective notes	Good	Average	Poor
h. Working with others in small groups	Good	Average	Poor
i. Identifying personal learning style	Good	Average	Poor
j. Adapting to different teaching styles	Good	Average	Poor

**3. How do you rate yourself on the following test-taking skills? (Circle answer)**

a. Knowing how to develop a test-taking plans	Good	Average	Poor
b. Identifying key words in true/false questions	Good	Average	Poor
c. Knowing strategies for multiple-choice questions	Good	Average	Poor
d. Knowing how to write essay responses	Good	Average	Poor
e. Knowing how to write a constructed response	Good	Average	Poor
f. Having strategies for taking timed tests	Good	Average	Poor
g. Being prepared for open-note tests	Good	Average	Poor
h. Checking your test answers	Good	Average	Poor
i. Knowing strategies to relieve test anxiety	Good	Average	Poor

**4. Please list the skill that you think you are the best at for each of the areas.**

Self-Management Skill: \_\_\_\_\_

Study-Skill: \_\_\_\_\_

Test-Taking Skill: \_\_\_\_\_

**5. Please list the skill that you think you are the least prepared for in each of the areas.**

Self-Management Skill: \_\_\_\_\_

Study-Skill: \_\_\_\_\_

Test-Taking Skill: \_\_\_\_\_

**9-12 SUMMATIVE SELF-EVALUATION FOR CG 4**  
**Applying Skills Needed for Educational Achievement**  
**PART 2: SELF-EVALUATION OF LIFE-LONG LEARNING SKILLS**

1. After looking at the skills you are best at in each area and the skills you are least prepared for in each area:
  - A. Describe in detail a situation in which you used one of your stronger skills to be a successful learner.
  - B. Describe in detail a situation in which you could have been more successful if you had been able to use a skill you didn't possess at the time (e.g. planning for priorities).

A. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. From a personal perspective, what skills will be important to your success as you work to achieve your post-secondary goals? List the skills on the chart below.

<b>4-Year College</b>	<b>2-Year College</b>	<b>Work</b>	<b>Military</b>	<b>Other: _____</b>
<b>Skills needed</b>	<b>Skills needed</b>	<b>Skills needed</b>	<b>Skills needed</b>	<b>Skills needed</b>

**9-12 SUMMATIVE SELF-EVALUATION FOR CG 4**

**Applying Skills Needed for Educational Achievement**

**PART 3: DESCRIBING HOW SKILLS WILL BE USED AS A LIFE-LONG LEARNER**

Write a personal essay in which you hypothesize how the skills you have developed during your school experience will help you continue to be a life long learner. Be sure to use specific skills and examples. This essay should contain proper spelling, grammar and punctuation. Please make your essay as long as is needed to voice your opinion.

**Unit #1 Title:** Applying the Skills of Transitioning  
Between Educational Levels

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4 (one lesson each for 9, 10, 11, and 12)

**Time Required for each lesson:**

- 9<sup>th</sup> grade lesson will require 55 to 70 minutes
- 10<sup>th</sup> grade lesson will require 55 to 70 minutes
- 11<sup>th</sup> grade lesson will require 55 to 70 minutes
- 12<sup>th</sup> grade lesson will require 50 minutes per student

**Best time of year to implement this Unit:**

- 9<sup>th</sup> grade training will begin before the beginning of the freshmen year
- 10<sup>th</sup> grade during the first semester
- 11<sup>th</sup> grade any time during academic year
- 12<sup>th</sup> grade during the second semester

**Lesson Titles:**

9<sup>th</sup> Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor

(This program uses trained upperclass students to mentor freshmen throughout the 9<sup>th</sup> grade academic year.)

Materials/Special Preparations Required:

- Interview Guidelines
- Guidelines for Mentoring Program (sample provided)
- Trained mentors (sample program)
- Paper, pen, flip charts, and markers
- “How Well Do You Know Your School?”

10<sup>th</sup> Grade Lesson 2: Exploration of Post-Secondary Options

Materials/Special Preparations Required:

- Computer access for each student (Written information available if there is no computer access.)
- Written instructions for navigating the selected program or webpage
- School Alumni of High School

11<sup>th</sup> Grade Lesson 3: “Get Set For College” (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)

Materials/Special Preparations Required:

- “Get Set for College Scavenger Hunt
- Pencil/pen
- “Get Set for College” ACT booklet

To obtain your free ACT booklets contact 1-319-337-1000 or download materials at

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>.

12<sup>th</sup> Grade Lesson 4: 12<sup>th</sup> Grade Post-Secondary Checklist

Materials/Special Preparations Required

“Am I Ready...” Activity Sheet  
A list of your high school’s graduation requirements  
Pencil/pen  
Students past records for review

**Missouri Comprehensive Guidance Standard:**

AD.5: Applying the Skills of Transitioning Between Educational Levels

**Grade Level Expectation(s):**

- AD.5.A.09.a.i: Apply information and skills necessary to transition into high school.  
AD.5.A.10.a.i: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.  
AD.5.A.11.a.i: Increase knowledge and refine skills in preparation for the senior year and post-secondary options.  
AD.5.A.12.a.i: Utilize the achievement and performance skills necessary to transition to post-secondary options.

**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.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its sources</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> </ol>

	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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 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 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 8. Explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 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 (such as surveys, statistics, maps, documents)
	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	

**Unit Assessment (acceptable evidence):**

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.



**Assessment should relate to the performance outcome for goals, objectives and GLE's.  
Assessment can be question answer, performance activity, etc.**

Counselor will meet individually with seniors during the second semester of their senior year.  
Counselor and student will complete a post-secondary checklist. (See appendix.)

**Brief Summary of Unit:**

This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.

**Unit Goals:**

1. Students will successfully complete high school credits.
2. Students will complete necessary requirements to transition successfully into their post-secondary plan.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students will need to have and understand their four year-plan and applicable vocabulary.

**Unit #1 Title:** Applying the Skills of Transitioning Between Educational Levels

**Lesson Title:** Freshmen Mentor Program: Meeting My Mentor

**Lesson:** 1 of 4

**Grade Level:** 9

**Length of Lesson:** 55 to 70 minutes

**Missouri Comprehensive Guidance Standard:**

AD.5: Applying the Skills of Transitioning Between Educational Levels

**Grade Level Expectation (GLE):**

AD.5.A.09.a.i: Apply information and skills necessary to transition into high school.

**American School Counselor Association National Standard (ASCA):**

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials (include activity sheets and/ or supporting resources)**

Materials needed for this activity include:

Trained mentors (this may take some time, see sample training manual provided by Rockwood Summit High School as a guide.)

Paper, pen, flip charts, and markers.

“Interview Guidelines and How Well Do You Know Your 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 5. Comprehend and evaluate written, visual and oral presentations and works 7. Evaluate the accuracy of information and the reliability of its sources
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
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

	6. Identify tasks that require a coordinated effort and work with others to complete those tasks
	7. Identify and apply practices that preserve and enhance the safety and health of self and others
	8. Explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>Assessment of this lesson will be through observation of student contributions and interactions in discussions as monitored by facilitator for the mentors (counselor, teacher, or administrator). The students that are having any difficulty will be referred to the counselor for responsive services. (Mentors may give a personal observation or each student they mentor.) Mentoring "Interview Guidelines" and "How well do you know your school?" will also be used in the assessment process.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>How will high school differ from middle school?</p> <p>What is the process of transitioning and why is it important?</p> <p>What are my feelings about going into high school?</p> <p><b>Engagement (Hook):</b></p> <p>"If I knew then what I know now"- Think, Pair, Share model where upper-class students will reflect on their freshman year of high school and brainstorm questions, concerns, fears, suggestions, survival tips that would have helped them as freshman. Have upper-class students explain how to enjoy high school.</p>
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## Procedures

<p><b>Counselor Procedures:</b></p> <p>After the hook:</p> <ol style="list-style-type: none"> <li>1. Introduce upper class mentors and have each tell about his/her freshmen experience. Have students complete “How Well Do You Know Your School?” to spark discussion with mentors.</li> <li>2. Have student mentors interview freshmen using “Interview Guidelines.”</li> <li>3. Discuss how mentors will be supportive.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will listen to the mentors, ask questions and discuss. Complete the “How Well Do You Know Your School? Test.</li> <li>2. Freshmen are interviewed by student mentors. Students will go over interview sheet with mentor and become acquainted.</li> <li>3. Students will ask questions/state concerns during discussion with mentor.</li> </ol>
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## Teacher Follow-Up Activities

Schedule additional meetings (e.g. check-in, new issues, concerns, additional training, etc.).  
Once a month or once a quarter depending upon needs of your setting.

**Counselor reflection notes (completed after the lesson)**

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## Interview Guidelines

Please take a few minutes and meet with a partner in order to find out some interesting facts.

Name \_\_\_\_\_ Date \_\_\_\_\_

Interview your partner to find out the following information. Be prepared to share one interesting fact about your partner.

Partner's name:

Nickname:

Birth date:

Favorite magazine:

Favorite book:

Favorite television:

Favorite move:

Favorite actor/actress:

Favorite singer/band/group:

Favorite song:

Favorite sport:

Favorite class/subject:

Favorite hobbies/pastimes:

Favorite food:

Favorite saying:

Personal Goal for this school year:

## How Well Do You Know Your School?

1. What is the name of the school mascot?  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_
2. What are the school colors?  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_
3. Who is the head varsity football coach?  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_
4. What is the name of the school newspaper?  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_
5. Where is the school library located?  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_
6. In what office can you find “lost and found” items?  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_
7. What is the principal’s name?  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

## **SAMPLE MENTORING PROGRAM**

**The following pages describe the Rockwood Summit High School Mentoring Program (M.P.)**

**Explanation of the manner in which Rockwood Summit High School began their mentoring program:**

**Rockwood Summit High School is currently in its third year of a freshmen mentor program. Our program matches upperclassmen with students chosen from our feeder middle school, Rockwood South. A team from each school meets to identify students who may struggle academically or socially, have a difficult transition to high school, or have family issues that may make high school even more difficult.**

A team of teachers created this once per week program that meets every Wednesday when our school has a 30-minute academic contact time. Assistant principal Mitch Lefkowitz and reading specialist Chris Heerlein were the driving force behind this program.

Mentor training is usually broken up into two ½ day sessions. One session is in early summer, while the other is right before school begins. These sessions include getting to know you activities, guidelines, dates, etc. We use many activity books for these training sessions, including

Activities That Teach, Tom Jackson, Red Rock Publishing, 1993.

The Bottomless Bag, Karl Rohnke, Kendall/Hunt Publishing, 1991.

Initiatives, Games, and Activities: An Experiential Guide, Dan McIver and Les McCarroll, Kendall/Hunt Publishing, 1999.

More Activities That Teach, Tom Jackson, Red Rock Publishing, 1995.

Quick Silver, Karl Rohnke, Kendall/Hunt Publishing, 1995.

Silver Bullets, Karl Rohnke, Kendall/Hunt Publishing, 1984.

Still More Activities That Teach, Tom Jackson, Red Rock Publishing, 2000.

You may also want to reference information about the Link Crew Mentoring Program at [www.learningforliving.com](http://www.learningforliving.com). They have many short activities to engage your mentor and mentee.

We provide the booklets How to Get Good Grades in Ten Easy Steps and/or How to Get the Most out of High School for our freshmen. These are available through Woodburn Press ([www.woodburnpress.com](http://www.woodburnpress.com)).

Included in this lesson:

- **2005-2006 Freshmen Mentor Program handbook: We go over this and do numerous team building exercises, getting to know you activities, t-shirts, etc.**
- Donor letter: We receive a lot of tickets for sporting events, movies, food, etc. to reward both our mentors and mentees.
- Freshmen Mentor Program proposal

- Freshmen Mentor Program application for the upperclassmen mentors.

While our freshmen GPA's have remained pretty consistent since we implemented the program, principals do report a significant decrease in discipline referrals.



# Mentor Program

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## APPLICATION

Adapted from Rockwood Summit Mentoring Program  
Created by Mitch Lefkowitz (assistant principal)  
and Chris Heerlein (reading specialist)

Thank you for your interest in the Mentor Program. This program is designed to assist incoming freshmen with their transition into high school. We are looking for students who are well-rounded and active in school and/or their community. The selection process consists of the following:

1. Answers to **one** short essay question
2. Academic standing (A “C” average)
3. Good attendance and behavior patterns.

Please read the following items, which explain the application process for the MP program. You must do Parts I and II. It is your responsibility to consistently check the morning announcements for updated information regarding the selection process. When you have completed Parts I and II, submit your complete application to your counselor.

**PART I-Personal Information:** Complete the following on the attached forms:

1. **Student Profile Sheet** (attached)
2. **Resume** (attached)  
Note the specified categories:
  - co-curricular clubs and sports at HS
  - interests and hobbies
  - community activities (outside HS)
  - Leadership experience

**PART II-Evaluations:**

1. **Short Essay:** Please respond to **ONE** of the following prompts. Your essay should be at least 100 words. This can be typed or written on a separate sheet of paper. Be sure to include your name in your response.
  - A. “I wish to become an MP student advisor because...”
  - B. “I would be an effective MP leader and role model because
2. **Grades:** Please list your 1<sup>st</sup> semester grades on the form provided. Include the teacher for each course.
3. **Teacher Recommendations:** Please provide two teacher recommendations.

**PART III-Academic Standing/Attendance:**

**MP Faculty Directors will review and evaluate completed packets, focusing on:**

- Academic standing (C average)
- Attendance/behavior patterns
- Patterns of responsible behavior (hands in homework and projects on time, is attentive and respectful in class, communicates well with others)
- Strength of character (integrity, honesty, and respect toward peers and adults)
- Social skills (personable, outgoing, friendly, enthusiastic, sincere).

## MP APPLICATION STUDENT PROFILE

---

(Last Name)

(First Name)

---

(Address)

(City/Zip)

---

(Home Phone)

(E-Mail (Optional))

---

(Student ID#)

(Counselor)

Year of Graduation: \_\_\_\_\_

**Please identify your 2nd semester schedule by listing your courses, teachers, and room numbers.**

	COURSE	TEACHER	ROOM #
Period 1			
Period 2			
Period 3			
Period 4			
Period 5			
Period 6			
Period 7			

## MP APPLICATION RESUME

**Name:** \_\_\_\_\_

### COMMUNITY SERVICE

<b>Activity</b>	<b>Year(s)</b> (Fr., So., Jr.)	<b>Participation</b> (Short Description)	<b>Hrs. per week/ Wks. per year</b>	<b>Contact Person</b> <b>Phone #</b>
<b>1.</b>				
<b>2.</b>				
<b>3.</b>				

### LEADERSHIP EXPERIENCE

<b>Activity</b>	<b>Year(s)</b> (Fr., So., Jr.)	<b>Participation</b> (Short Description)	<b>Hrs. per week/ Wks. per year</b>	<b>Contact Person</b> <b>Phone #</b>
<b>1.</b>				
<b>2.</b>				
<b>3.</b>				

## CO-CURRICULAR CLUBS AND SPORTS

Activity	Year(s) (Fr., So., Jr.)	Participation (Short Description)	Hrs. per week/ Wks. per year	Coach/Sponsor
1.				
2.				
3.				
4.				
5.				

**Please list your interests and hobbies:**

[illegible]

## **MP APPLICATION**

### **Grades**

**Name:** \_\_\_\_\_ **Student #:** \_\_\_\_\_

Please list your 1<sup>st</sup> semester grades in the space provided. Include the name of your teacher for each course listed below. The Transition Committee will check grades and use them as part of the selection process for the Freshmen Mentor Program.

# **Freshmen Mentor Program**

## **A Handbook for the Freshmen Mentor Program**



## Freshmen Mentors

You as sophomores, juniors, and seniors have the confidence and comfort of being a successful student in high school. We believe that by connecting you with a group of freshmen, you can offer them a recognizable face and a link to success at the high school. We know that the more familiar freshmen are with the daily schedule at high school, the more successful they are both socially and academically.

You have many roles to fulfill this year:

TO BEGIN WITH, you will be one of the very first contacts with the freshmen at the high school. When you make contact with your student, you will have the opportunity to create in their mind a positive idea of what high school can be. You will become a tangible figure that represents someone positive at school. As you guide them through the first couple of activities, you will not only be their leader but you will be a role model and an encouraging face. Please consider that as you prepare for the year!

SECOND, you will be a mentor for the entire year. You will work with your freshmen once a week for thirty minutes in a classroom setting. Our intention is that you will be someone they see in a formal setting each week in addition to the informal contact that you make.

THIRD, you will be a role model on campus. Freshmen will see you as a successful and known leader on campus. You will have a chance to answer questions and offer suggestions to the high school staff about the structure and improvement of the program. By acting responsibly inside and outside of the classroom, you will be a positive influence on the students you mentor, as well as your peers.

Thank you for being a freshmen mentor. You are making a difference in the lives of a number of students and affecting positive change at our school.

## **GOALS, EXPECTATIONS, AND TASKS OF THE MENTOR IN THE PROGRAM**

The Mentor as a  
**FRIEND** will strive to:

- Illustrate a warm and caring attitude toward the student
- Listen to the student
- Work to develop a trusting relationship

The Mentor as a  
**ROLE-MODEL** will strive to:

- Act as a positive influence

The Mentor as a  
**MOTIVATOR** will strive to:

- Nurture self-esteem within the student
- Help the student set and work toward realistic goals
- Give constructive feedback through positive reinforcement

The Mentor as a  
**PERSONAL ADVOCATE** will strive to:

- Share information, knowledge, and skills
- Support and participate in the learning process
- Work with the student to find alternative ways of solving problems and searching for answers

The Mentor as a  
**EDUCATIONAL ADVOCATE** will strive to:

- Prevent a student from dropping out
- Acquaint the student with the importance of self-reliance and possible career training
- Support the school in the educational process
- Provide extra educational help in a specific subject where improvement is needed

## **WHY MENTOR?**

The mentoring relationship can best be described as a relationship between a committed, caring, experienced student and an inexperienced young person who lacks direction and focus. Through the guidance and counsel of a thoughtful student, the young person receives selective attention and inspiration. Where there has been a lack of success in school, feelings of achievement may begin; where there has been no joy of learning, the excitement of discovery may be stimulated; where there has been no future goal, ambition and aspiration are new desires.

## **WHAT IS MENTORING?**

### **A WAY OF:**

- Fostering a student's development
- Developing a student's self-esteem
- Helping a student Set and Reach his/her goals
- Encouraging a student
- Listening and Communicating
- Sharing your Time, Talents, and Yourself with others
- Showing a student someone cares
- Being a Friend, A Role Model, and a Teacher
- Re-Enforcing Educational Goals and Helping a student Strive for Academic Improvement

## **TYPES OF MENTORS**

Educators will find their students are in need of mentors qualified in two particular areas. These areas are the Role-Model Friend and the Tutor. The emphasis may vary throughout the program.

### **ROLE-MODEL/FRIEND**

This mentor is one who works on self-esteem improving skills, providing cultural enrichment, helping set goals, and expanding the student's knowledge of the world and the need for self-reliance as an adult in that world.

### **TUTOR/MENTOR**

This mentor is the one who can offer his/her talents in tutoring by helping a student in a specific subject, assignment or project.

The tutor/mentor should be aware that:

- The tutor/mentor must use PRAISE effectively. The tutor is there to help raise grades and help the student with attitude, self-confidence and pride.
- Close contact with the student's teachers and counselors might be necessary.
- The tutor/mentor should not be afraid to try different approaches. Learning should be fun.

**DO NOT BECOME DISCOURAGED, BECAUSE IMPROVEMENT MAY BE SLOW.**

## MENTORING

DO's	DON'Ts
Do appreciate any growth.	Don't think you are going to change the world overnight.
Do praise the student when deserved.	Don't judge the student.
Do Listen.	Don't forget that confidence is built on trust.
Do share with the student.	Don't preach or brag.
Do communicate.	Don't forget communication means listening, too.
Do follow the rules of the school and the mentor program.	Don't allow students to talk you into things that you know are against the rules.
Do remember to be a good role-model.	Don't exhibit poor language, or dress inappropriately.
Do show attention and concern. Be a friend.	Don't try to be a parent.
Do strive for mutual respect.	Don't settle for rudeness or foul language.
Do guide-show-ask.	Don't punish.
Do be honest.	Don't think a student can't spot insincerity.

## **CHARACTERISTICS OF A MENTEE**

To better work with a student it is essential that the mentor understand that the mentee could exhibit some of the following characteristics.

### **MAY:**

- Be energetic one minute and day dreaming the next
- Vary in size, shape, strength, and ability
- Be high emotional
- Have feelings easily hurt
- Be very self-conscious
- Be eager to prove themselves
- Like solitude and privacy but needs to belong
- Be impulsive, risk taking, thrill seeking
- Start a task with great enthusiasm but never finish it
- Want privileges and responsibilities
- Want to know what the rules and limits are within a system
- Be very social and want to be involved in special events
- Have varying degrees of attention span
- Range from immature to very mature in physical/emotional areas

## **STUDENT WELFARE**

Practice confidentiality. If the mentor feels a student is being abused, using alcohol or drugs, or is in a situation that may be harmful to the student, the mentor should contact the counselor and share his/her concerns (The law requires that abuse be reported). The mentor should not try to solve the problem, but should seek help within the school. Confidentiality will be maintained. The well-being of the mentee should be the major concern.

### **PROBLEMS THE STUDENT MAY FACE**

Academic Difficulties

Learning Disabilities

Physical, Sexual/Emotional Abuse

Sexual Development and Behavior

Pregnancy

### **FAMILY PROBLEMS**

Divorce

Single Parent

Academic Failure

Isolation

Extended Families

Guilt

Peer Pressure

Family Pressure

Neglect

Poverty

## COMMUNICATION

Studies have shown that students learn more from others when they feel the person cares and is serious about how they feel and think.

The basis of showing care and concern can come through good communication skills.

### HINTS ON COMMUNICATION

Verbal Communication:

- Speak to the student on his/her level.
- Be an example to the student through good grammar skills, both verbal and written.
- Choose an appropriate sound level for the situation.
- Focus in on the student when they are talking.
- Do not say things or ask questions that can cut the lines of communication.

Non-Verbal Communication (Body Language):

- Be aware that our bodies talk and show our feelings. Note body gestures on your part and the student, analyze what they might mean.
- Positive body language responses are good eye contact, nodding head, positive facial expressions, unfolded arms, a smile.
- Negative body language responses are crossed legs, slouching, arms crossed over chest, poor eye contact, body language shows unconcern

Listening:

- Remember communication is a two way street – speaking and listening.
- Listen for meaning – You may even repeat back.
- Focus in on the student as he/she speaks.
- Ask questions or make comments to show you are interested.
- Learn to be quiet at the right times, too.

### COMMUNICATION TECHNIQUES

Below you will find some techniques that may help you start a dialogue between you and your student. These will also ensure that you understand what your student is telling you.

Encouraging Dialogue:

*Invite the student to talk*

“Would you like to talk about it?”

“I’ll listen whenever you want to talk.”



*Acknowledge student feelings*

“You seem (upset, sad, happy) about something.”

“You don’t seem to feel well.”

If you feel you need more information:

*Draw out the student*

“How would you do that?”

“Can you share why you did that?”

“What do you like (most, least) about this?”

“Could you tell me more?”

“How does that make you feel?”

Listen without giving approval or offering solutions:

*Ask leading questions that encourage the student to think*

“What would happen if you did that?”

“What do you think you could do in this situation?”

“What’s the (best, worst) that could happen?”

“How would you handle this situation?”

“How would you feel?”

*Respond neutrally. Do not approve or disapprove.*

“That’s one way. What’s another?”

“How would your (best friend, parents, teacher) react?”

“What do you think is the best way to handle this?”

Ensuring that you understand what is said or felt:

*Restate what the student said in your own words.*

“Did you mean that ...”

“What I heard you say ...”

“Do you think that ...”

*Look for clues. Check:*

Tone of voice

Facial expression

Body language

Gestures

When the conversation stops abruptly:

*Review your actions. Did you:*

Change the subject?

Indicate disapproval or dislike by your facial expressions or body language?

Misread how the student felt?

Respond to how the student felt?

## **TYPES OF PROCESSING**

Questions to ask:

- Did you notice...?/What did you notice?
- Why did that happen?
- Does it happen in school? Life? With friends?
- How can you apply it to ...? Your life? School? Family?
- Use a single word to describe your feeling/reaction during the activity.
- Watch other groups, process what you see.

Things to remember during group activity:  
(What happened? So what? Now what?)

Ask open-ended and follow up questions.

- Group and/or leader is attentive to time limits.
- Energy flow/direction.
- Rapport/trust building within group.
- Use of humor.
- Group stays on focus/task.
- Participants are engaged.
- Opinions of all group members are encouraged.
- Body use and body language.
- Tone of voice.
- Eye contact.
- Facial expressions.
- Use of hands (gestures).
- Active listening.

## **FACILITATOR’S RESPONSIBILITIES**

The facilitator is a catalyst for the group. Whether the goal is to achieve consensus, to have an honest and relevant sharing of ideas, or to create an agenda, the facilitator eases the road to communication.

## **REMEMBER YOUR VOWELS – AEIOU**

**A**sk open ended questions – Who, how, when, where, why?

**E**licit responses from all participants

**I**nstill a sense of group – humor, eye contact, use peoples’ names, etc.

**O**rganize ideas in order to summarize

**U**<sub>(You)</sub> did not share your point of view

## **Giving Feedback by Asking Questions**

At the end of activity, the process observer should take time to provide feedback to the group on the activity observed. The advisor can also show by example by giving feedback in both verbal and written forms. The Process Observation Forms are a useful tool for process observers to use while observing, noting both the positive and the areas of growth. When reporting behaviors, please keep the following in mind:

- Always first ask the group: What happened during the activity? What do you think that I, as the process observer observed?
- Team members give their analysis first.
- Give concrete information. BE specific about what you observed. For example, “Rosa, you had your chair backed out of the circle. How did you feel about participating in the discussion? Why did you distance yourself?”
- Don’t be judgmental; report observations and identify behaviors.
- Ask the group or an individual to identify strengths to build on and areas to improve.
- Ask the recipient(s) of feedback for their general assessment of what you have observed. Add your own ideas after they have responded.
- Vary the approach to feedback – written, oral, individual, group.
- When giving individual feedback, ask first if the person would like to hear about your observations.

**EXAMPLE OF SAMPLE DONOR LETTER THAT IS USED BY ROCKWOOD SUMMIT HS**

To Whom It May Concern,

Rockwood Summit is in our third year of a Freshmen Mentor program that has greatly enhanced the transition to high school for numerous 9<sup>th</sup> grade students. Our goals were to create a program that recognized academic achievement, built character education, and increased student leadership. Currently, we have 51 upper class students mentoring about 100 Freshmen students who have been identified as needing support to make their transition to high school more fulfilling.

Our Freshmen Mentors spent a great deal of time during the summer preparing a program that would make the high school experience positive. Last year, Rockwood Summit saw a reduction in discipline issues, while at the same time we experienced an increase in student achievement.

Rockwood Summit is looking for ways to reward the freshmen students and mentors for their commitment to school improvement. I am requesting any charitable assistance from you in the form of tickets, coupons, rewards, or other incentives that will recognize our students for their outstanding efforts in school.

Please contact me via phone, letter, or email if there is a possibility to receive items through your organization. Our students and staff would be very grateful for your commitment to Rockwood Summit High School.

Sincerely,

## **EXAMPLE OF A SAMPLE PARENT/GUARDIAN LETTER USED BY ROCKWOOD SUMMIT HS**

May 17, 2005

Dear 9<sup>th</sup> Grade Parents/Guardians:

Welcome to Rockwood Summit High School. We are committed to working together with parents and community, to educate and challenge all students to achieve their full potential. This can be achieved if the students, parents, and staff work together.

Our students are entering a critical part of their education. The transition from middle school to high school isn't always easy. The staff at Rockwood Summit and Rockwood South have created a transition program to help students make the transition to high school a successful one. The Transition Team has selected your child to participate in our Freshmen Mentor Program this year.

The program will help incoming freshmen in several ways. Each freshman in the program will be assigned to an upperclassman and a Rockwood Summit teacher. These freshmen will be involved in several peer activities to help acclimate them to Rockwood Summit and high school in general. Your freshman will have weekly contact throughout the year in various formal and informal activities during Wednesday's FACT (Falcon Academic Contact time) session. Mentors and staff members will also focus on study skills for the incoming freshmen in this program. At no point will your child miss any class time to participate in the mentor program.

In order to continue the success of our Freshmen Mentor Program, we need the total commitment from parents and students. This will be our third year of the program and we expect to continue to improve the transition to high school for our students. The purpose of this letter is to inform you about the program and to assist with any questions you might have.

Please contact me at [@rockwood.k12.mo.us](mailto:@rockwood.k12.mo.us) should you have any questions about our Freshmen Mentor Program. On behalf of Rockwood Summit, we look forward to seeing your child in the fall.

Sincerely,

## Freshmen Transition Proposal

### *School Improvement Plan: School Climate*

**Long Range Goal:** Student and staff members will demonstrate increased ownership/involvement in all aspects of \_\_\_\_\_ High School (MSIP 6.5)

**Rationale:** In a healthy school climate the staff and students work together, to create a school environment that fosters student success and good character. (MSIP 6.5)

**Evaluation Design:** Establishment of new programs to provide avenues for student and staff involvement at school.

### **Strategies:**

- 1) Create a program that will support and accelerate under performing students to close the achievement gap.
- 2) Each student will have opportunities to develop a career plan
- 3) Establish school-wide leadership programs including student volunteer, mentor, and mediation programs.
- 4) Continuation of Character Education program

### **Overview:**

The creation of a freshmen transition program was born out of the \_\_\_\_\_ School Improvement Plan focused on the improvement of academic achievement and school climate. The Transition/Character Education program began in the fall of 2003. The \_\_\_\_HS committee worked with the counselor/principal from \_\_\_\_\_ Middle School to identify lower achieving students who would benefit, academically and socially, from a student mentor program as they made the transition to high school. In the spring of 2003, the \_\_\_\_HS committee selected students to act as mentors to 96 incoming freshmen for the 2003-2004 school year. Mentors were selected through an application screening focused on grades, effort, conduct, extracurricular activities, community service, and teacher recommendations. \_\_\_\_HS staff members will train mentors before the 2003-2004 school year. Twelve staff members will act as facilitators for each group of mentors/freshmen. Beginning in the 2003-2004 school year, Freshmen Mentors will meet weekly with 9<sup>th</sup> grade students to work on various skills that will promote learning and allow students to socially adjust to the rigors of high school. After the school year, the \_\_\_\_HS Transition Committee will complete an assessment of the program to determine if the number of students needs to be increased to include the rest of the freshmen class.



**Time Commitment:**

Students and Mentors will have contact for a 30-minute period every Wednesday. There will be about 39 meetings during the course of the school year.

Academic/Social Skills will be the focus, including:

Organizational skills	Time Management
Note Taking Strategies	CTBS/MAP preparation
Test Taking Strategies	Research Skills
Finals Preparation	Academic Enrichment
Peer Mentoring/Mediation	Character Education
Leadership	Community Service
Extracurricular Opportunities	Celebrate Successes

**Structure of Program:**

Mentors will meet with their students one time a week, for a thirty-minute block. Two mentors will be matched with six students (1:3 ratio). The focus of each meeting will be pre-determined before the beginning of the school year. Freshmen Mentors will run each meeting with guidance/assistance from one staff member. Staff members will assist mentors with planning/training strategies that will assist each 9<sup>th</sup> grader. Regular communication will be made with parents to update them on student progress/concerns.

**Purpose:**

The implementation of a Freshmen Mentor program at \_\_\_\_\_ will allow us to reach our School Improvement Goals, increase leadership opportunities for students, and improve the overall climate within our building. The involvement of staff, students, and parents will lead to the success of our student body. Students will benefit academically and socially through the implementation of new programming.

**Unit #1 Title:** Applying the Skills of Transitioning Between Educational Levels

**Lesson Title:** Exploration of Post-Secondary Options

**Lesson:** 2 of 4

**Grade Level:** 10

**Length of Lesson:** 55-70 minutes

**Missouri Comprehensive Guidance Standard:**

AD.5: Applying the Skills of Transitioning Between Educational Levels

**Grade Level Expectation (GLE):**

AD.5.A.10.a.i: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

**American School Counselor Association National Standard (ASCA):**

Academic Development

B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

**Materials (include activity sheets and/ or supporting resources)**

Computer access for each student or several copies of college guides such as Peterson's Guide Alumni of your school

Written instructions for navigating the selected program, such as KUDER, Choices, or Discover (ACT) and a sample analysis sheet for chosen program. Or websites where student may do a college search ([www.act.org](http://www.act.org) [www.collegeview.com](http://www.collegeview.com) [www.petersons.com](http://www.petersons.com) to name a few).

**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
	2. Conduct research to answer questions and evaluate information and ideas
	4. Use technological tools and other resources to locate, select and organize information
	5. Comprehend and evaluate written, visual and oral presentations and works
	6. Discover and evaluate patterns and relationships in information, ideas and structures
	10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	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.**

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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 (such as surveys, statistics, maps, documents)
	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 Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**

Assessment of this lesson will be through analysis and discussion of personal computer print out from various inventories such as Kuder, PLAN, ASVAB, Choices, Discover, etc.  
Complete a list of personal options and requirements to transition into those options.

### Lesson Preparation

#### Essential Questions:

How will my life be different this year?

#### Engagement (Hook):

Have two or three Alumni of your school come back and explain how they chose the college or school they are attending.

### Procedures

#### Counselor Procedures:

1. Introduce Graduates and have them discuss how they made their post-secondary choices.
2. Ask students to cite admissions requirements to colleges familiar to them. Ask students to discuss alternatives to four year universities. Some suggestions include employment, community college, engineering and technical colleges, vocational-technical school, fine arts schools, nursing school, business school, military.

#### Student Involvement:

1. Students will listen.
2. Students will discuss how college admission requirements differ from high school diploma requirements and the requirements of other types of schools or training programs.

<p>3. With the class, develop a list of personal information about the applicant a college or employer may require. Some suggestions are:</p> <ul style="list-style-type: none"> <li>• GPA</li> <li>• Class rank</li> <li>• ACT/SAT scores</li> <li>• High school curriculum</li> <li>• Extracurricular and community activities</li> <li>• Honors and awards earned</li> <li>• Work experience</li> <li>• Community service/volunteerism</li> <li>• Leadership positions</li> <li>• Essay</li> <li>• Resume</li> </ul> <p>4. Counselors will help students to conduct a computer search of college/job requirements.</p> <p>5. Have students make a list of 2 to 3 interesting options and describe the information they will need to transition into the next stage of their lives (college, training, work, military.)</p> <p>6. Collect, review and return essays.</p>	<p>3. Students will brainstorm information a college or employer may require.</p> <p>4. Students will complete a career and/or college search identifying their own special needs, talents, and requirements.</p> <p>5. Students will write an essay about their transitional needs.</p>
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### **Teacher Follow-Up Activities**

Have students make a collage using pictures out of old magazines to show the things they do that will someday help them get a job or into a college. Display collages in the room.

### **Counselor reflection notes (completed after the lesson)**

**Unit #1 Title:** Applying the Skills of Transitioning Between Educational Levels

**Lesson Title:** Get Set For College **Lesson:** 3 of 4  
(Duplicate Lesson for CD8, Unit 5 Lesson 3 of 4)

**Grade Level:** 11

**Length of Lesson:** 55-70 minutes

**Missouri Comprehensive Guidance Standard:**

AD.5 Applying the Skills of Transitioning between Educational Levels

CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education.

**Grade Level Expectation (GLE):**

AD.5.A.11.a.i: Increase knowledge and refine skills in preparation for the senior year and post-secondary options.

CD.8.B.11.a.i: Apply research skills to obtain information on training and education requirement for post-secondary requirements.

**American School Counselor Association National Standard (ASCA):**

Academic Development

- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Materials (include activity sheets and/ or supporting resources)**

Scavenger Hunt

writing utensil

“Get Set for College” ACT handout.” To obtain your free ACT “Get Set For College” handouts contact 1-319-337-1000 or download materials from

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>

**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 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas and structures
	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 1. Identify problems and define their scope and elements 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities
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**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 non-fiction works and materials. Participating in formal and informal presentations and discussion of issues and ideas. 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
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

Completion of ranking checklist for college characteristics, completion of college comparison worksheet, and completion of college expenses worksheet which was downloaded from <http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>

**Lesson Preparation**

**Essential Questions:**

What do I want to do with my life? What do I need to know to choose post-secondary education?

**Engagement (Hook):**

Students will complete a scavenger hunt concerning information gathered from booklet (see attachment).

**Procedures**

<b>Counselor Procedures:</b>  1. Counselor passes out "Get Set for College" brochures and Scavenger Hunt Activity to each student and student the scavenger hunt Sheet. Complete activity with a partner	<b>Student Involvement:</b>  1. Students will work in pairs (or small groups) to complete the scavenger hunt.
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<p>2. Groups will report answers for the whole class</p> <p>3. Students are instructed to identify their NEXT step in college planning (e.g. college visit, college application).</p>	<p>2. Groups report answers and the rest of the class participates in discussion.</p> <p>3. Students share their next step with class.</p>
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## Teacher Follow-Up Activities

Classroom teacher may assign college essay and/or resume.  
Have students look up college of their choice in Peterson Guide, the web or computer college program, (US News & World Report or Choices).  
Plan a campus visit to a local college.

**Counselor reflection notes (completed after the lesson)**

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## "Get Set for College" SCAVENGER HUNT

1. Identify the 6 Steps to Simplify College Planning
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
2. Find 3 typical reasons for attending college
  - 1.
  - 2.
  - 3.
3. How many English Courses are recommended for SUCCESS in college?
4. How many math units are recommended for SUCCESS in college?
5. When is it important to take the ACT?
6. When is it the best time to take the ACT?
7. What are the last 3 ACT dates this school year?
8. What are 3 characteristics that may be important to your college choices?
  - 1.
  - 2.
  - 3.
9. Name 2 sources of information when looking at colleges?
  - 1.
  - 2.
10. Name 3 things to consider when making a college visit?
  - 1.
  - 2.
  - 3.
11. To how many colleges should you apply?
12. What do you need from your counselor when you apply?
13. Name 2 types of financial aid?
  - 1.
  - 2.

Developed by Coyeatte Ewing  
Glendale High School  
Springfield, Missouri



**Unit #1 Title:** Applying the Skills of Transitioning Between Educational Levels

**Lesson Title:** 12<sup>th</sup> Grade Post-Secondary Checklist

**Lesson:** 4 of 4

**Grade Level:** 12

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

AD.5: Applying the Skills of Transitioning between Educational Levels.

**Grade Level Expectation (GLE):**

AD.5.A.12.a.i: Utilize the achievement and performance skills necessary to transition to post-secondary options.

**American School Counselor Association National Standard (ASCA):**

Academic Development

- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Materials (include activity sheets and/ or supporting resources)**

Students Personal Educational Plan and credit study (list of courses completed in high school)

A list of your high school's graduation requirements.

"Am I Ready..." Activity Sheet

**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 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 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete

	those tasks
	8. Explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	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 (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**

Assessment for this lesson will be through completion and discussion of the checklist.

**Lesson Preparation**

**Essential Questions:**

What's next for me? Will life be different in college or on the job?

**Engagement (Hook):**

Have the students take a trip down memory lane. Discuss TV shows they watched, clothes they use to wear, and activities they participated in: elementary school, middle school and now. Then have them brainstorm things that will change once they graduate.

**Procedures**

<b>Counselor Procedures:</b>	<b>Student Involvement:</b>
1. Instructor will have the students discuss life in elementary school and middle school and now e.g., TV shows, clothes, games.	1. Students will discuss and provide information about the past.
2. Instructor will discuss how transitioning from high school to college or work is very much like previous transitions they have	2. Students will check all their courses to make sure they have what is needed to graduate and what is needed for them to move to the

made. Ask students what they think they need to do to make the transition smooth.	next step on their plan.
3. Instructor will hand out each student's Personal Educational Plan and personal credit study.	3. Students, using their own personal information, will complete the checklist.
4. Instructor will hand out the "Am I Ready...? Activity Sheet.	4. Students will complete the "Am I Ready..." Activity Sheet.

### **Teacher Follow-Up Activities**

Teacher may review with students their perceptions of being ready for graduation.

### **Counselor reflection notes (completed after the lesson)**

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Handout  
AM I READY?

NAME \_\_\_\_\_ DATE \_\_\_\_\_

FOR WORK?

- \_\_\_\_\_ I KNOW I WILL HAVE ALL OF MY CREDIT FOR GRADUATION
- \_\_\_\_\_ I KNOW HOW TO FILL OUT AN APPLICATION
- \_\_\_\_\_ I KNOW WHAT EMPLOYERS LOOK FOR
- \_\_\_\_\_ I HAVE THE SKILLS AND KNOWLEDGE I NEED FOR THE JOB I WANT
- \_\_\_\_\_ I HAVE A WRITTEN RESUME
- \_\_\_\_\_ I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

- \_\_\_\_\_ I KNOW I HAVE ALL MY CREDIT FOR GRADUATION
- \_\_\_\_\_ I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
- \_\_\_\_\_ I HAVE TALKED TO A RECRUTER
- \_\_\_\_\_ I UNDERSTAND THE COMMITMENT AND RESPONSIBILITY INVOLVED
- \_\_\_\_\_ I HAVE DISCUSSED THEIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING?

- \_\_\_\_\_ I KNOW I HAVE ALL THE CREDIT FOR GRADUATION
- \_\_\_\_\_ I KNOW HOW TO FILL OUT AN APPLICATION
- \_\_\_\_\_ I KNOW THE REQUIREMENTS TO "GET IN" TO THE COLLEGE OR TRAINING
- \_\_\_\_\_ I HAVE THE REQUIREMENTS TO "GET IN"
- \_\_\_\_\_ I KNOW HOW I AM GOING TO PAY FOR THIS
- \_\_\_\_\_ I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIPLOMA (IF NEEDED)
- \_\_\_\_\_ I HAVE DISCUSSED THIS WITH MY PARENTS
- \_\_\_\_\_ I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
- \_\_\_\_\_ I KNOW HOW TO REQUEST MY TRANSCRIPT
- \_\_\_\_\_ I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

FOR MY SPECIFIC PLANS ARE: (NAME OF COLLEGE, TRAINING, BRANCH OF  
MILITARY, OR JOB I WILL BE ENTERING)

**Unit #1 Title:** My Personal Plan of Study

**Grade Level:** 9-12

**Number of Lessons in Unit:** 6

**Time Required for each lesson:** 30-50 minutes

**Best time of year to implement this Unit:** At appropriate times throughout year

**Lesson Titles:**

**Grade 9**

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

School course description books or enrollment guides

High School Graduation requirements

Overhead projector

Transparency of graduation requirements

Handout titled; "Graduation Requirements Review" Activity Sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

Copy of students' transcripts

Overhead projector (May use whiteboard or chalkboard)

Blank Transparency for writing procedure to calculate GPA's

High School Course description book or enrollment guide for class point value

**Grade 10**

Lesson # 3 Review and Revision of My Personal Plan of Study

Materials/Special Preparations Required:

Individual Students Portfolios, including Personal Education Plans

High School Course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

Speakers or representatives from a career center

**Grade 11**

Lesson #5: Evaluating and Revising the Personal Plan of Study

Materials/Special Preparations Required:

ACT Packets and ACT Test Dates

ACT Prep Classes Information

Post-Secondary Education/Training Visitation Dates

College Literature

Career Fair Dates

ASVAB Test Dates

PSAT Dates

Dual Enrollment Information

College Day Visitation Information  
Information on Credit Recovery

**Grade 12**

Lesson #6: Assessing Personal Plan of Study for Life-Long Learning

Materials/Special Preparations Required:

Worksheet titled Educational Plan Review for Seniors

Personal Educational Plan Portfolios/4 year plan

**Missouri Comprehensive Guidance Standard:**

AD.6 Developing and monitoring personal education plans.

**Grade Level Expectation(s):**

AD.6.A.09.a.i: Monitor and revise a four to six-year educational plan (Personal Plan of Study)

AD.6.A.10.a.i: Explore options and resources available to further develop personal education plans for life-long learning

AD.6.A.11.a.i: Evaluate and revise an educational plan for life-long learning.

AD.6.A.12.a.i: Apply information to revise and implement a personal educational plan necessary for life-long learning.

**American School Counselor Association National Standard (ASCA):**

Academic Development

B: Students will make decisions, set goals, and take necessary action to achieve goals.

**Show Me Standards: Performance Goals (check one or more that apply 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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Review and revise communications to improve accuracy and clarity.
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 ones 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 proposed solutions from multiple perspectives

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X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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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	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
X Mathematics	<p>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</p>
X Social Studies	<p>6. Relationships of the individual and groups to institutions and cultural traditions</p>
Science	
Health/Physical Education	
Fine Arts	

**Unit Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement personal educational plans for life long learning.</p>
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<p><b>Brief Summary of Unit:</b></p> <p>Students will monitor and revise Personal Educational Plan written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of personal education plans. By the end of 12<sup>th</sup> grade, plans will have been revised and fully implemented for life-long learning.</p> <p><b>Unit Goals:</b></p> <p>Develop, monitor and implement a personal educational plan.</p> <p><b>What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?</b></p> <p>Knowledge of a Personal Educational Plan, number and types of credits required for graduation</p>
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**Unit #1 Title:** My Personal Plan of Study

**Lesson Title:** Graduation Requirements

**Lesson:** 1 of 6

**Grade Level:** 9

**Length of Lesson:** 45-50 minutes

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and monitoring personal education plans.

**Grade Level Expectation (GLE):**

AD.6.A.09.a.i: Monitor and revise a four to six-year educational plan (Personal Plan of Study)

**American School Counselor Association National Standard (ASCA):**

Academic Development

B: Students will make decisions, set goals, and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

School course descriptions books or enrollment guides.

Graduation requirements from book

Overhead projector

Transparency of graduation requirements.

Handout titled: "Graduation Requirements Review"

**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 7. Evaluate the accuracy of information and the reliability of its sources
	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 5. Reason inductively from a set of specific facts and deductively from general premises 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 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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>          Students will analyze and assess graduation requirements by completing the graduation requirement review worksheet and through class discussion.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>          Why am I attending high school? What will I need to do in high school to reach my goals?</p> <p><b>Engagement (Hook):</b> The counselor will wear or carry in a graduation cap.          Can you graduate by _____? How do you know?</p>
--

**Procedures**

<p><b>Counselor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Begin discussion with question, "Can you graduate by _____?"</li> <li>2. Hand out course description books or enrollment guides. Give instructions on completing "Graduation Requirements Review."</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will tell their graduate date.</li> <li>2. Students will review the course description to complete the "Graduation Requirements Activity Sheet."              (Suggestions include dividing students into groups of 5-6 to complete the Activity Sheet or students complete the Activity Sheet in large group with counselor's review on overhead projector. Students may complete Activity Sheet individually using course description/enrollment guide.)</li> </ol>
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3. Counselor will facilitate discussion that reflects student answers.	3. Students explain answers from their completed Activity Sheet.
4. Counselor discusses with class requirements for the next year	4. Students have opportunity to ask questions

### **Teacher Follow-Up Activities**

Suggest to teachers to remind students of prerequisite classes. Teachers could ask students how many credits/courses they need of the class they are in to graduate.

### **Counselor reflection notes (completed after the lesson)**

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## Graduation Requirements Review

1. \_\_\_\_\_ is the number of credits required to graduate from \_\_\_\_\_.  
(my high school)
2. \_\_\_\_\_ classes include English, math, science, social studies.
3. \_\_\_\_\_ is an example of the practical arts.
4. An example of the fine arts is \_\_\_\_\_.
5. How many physical education classes are required for graduation? \_\_\_\_\_
6. G.P.A. is the acronym for \_\_\_\_\_.
7. When does the calculation of your high school G.P.A. begin? \_\_\_\_\_
8. What does class rank mean? \_\_\_\_\_
9. High School Transcripts begin with courses at the \_\_\_\_\_ grade level.

Printed name

\_\_\_\_\_

First MI Last

Signature

**Unit #1 Title:** My Personal Plan of Study

**Lesson Title:** Evaluating Transcripts

**Lesson:** 2 of 6

**Grade Level:** 9

**Length of Lesson:** 45-50 minutes

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and monitoring personal education plans.

**Grade Level Expectation (GLE):**

AD.6.A.09.a.i: Monitor and revise a four to six-year educational plan (Personal Plan of Study)

**American School Counselor Association National Standard (ASCA):**

Academic Development Standard

B: Students will make decisions, set goals, and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

Copies of students' transcripts

Overhead projector (May use whiteboard or chalkboard)

Blank Transparency for procedure to calculate GPA including worth of letter grades, formula for determining GPA

High School Course description book or enrollment guide (for class point values).

**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. Use technological tools and other resources to locate, select and organize information
	5. Evaluate the accuracy of information and the reliability of its sources
	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
	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
	Communication Arts	
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)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Students will review transcripts and compute individual Grade Point Averages.

**Lesson Preparation**

**Essential Questions:**

How will I keep track of my progress in school? What information will follow throughout my life?

**Engagement (Hook):**

What does your transcript say about you? How does your G.P.A. impact graduation requirements?

**Procedures**

<b>Counselor Procedures:</b>	<b>Student Involvement:</b>
<p>Distribute students' copies of transcripts and Personal Educational Plans begun in 8<sup>th</sup> grade.</p> <p>1. Explain purpose of transcripts. Instruct students to locate their class ranking, GPA, credits earned on their transcripts.</p> <p>2. Discuss other information your high</p>	<p>1. Students will use the course description book or enrollment guide and transcript for computation of GPA. Students locate their class ranking, GPA, and credits earned.</p> <p>2. Students will discuss any other information</p>



<b>Unit #1 Title:</b> My Personal Plan of Study	
<b>Lesson Title:</b> Review and Revision of My Personal Plan of Study	<b>Lesson:</b> 3 of 6
<b>Grade Level:</b> 10	<b>Length of Lesson:</b> 45-50 minutes
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and monitoring personal educational plans.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.10.a.i: Explore options and resources available to further develop personal education plans for life-long learning.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will make decisions, set goals, and take necessary action to achieve goals.	

**Materials (include activity sheets and/ or supporting resources)**

Portfolios, including 4 year plans. Course description books or enrollment guides
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	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. Reason inductively from a set of specific facts and deductively from general premises 5. 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 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	
Social Studies	
Science	
Health/Physical Education	

	Fine Arts	
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### Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**

Revisions of students' individual educational plans, based on their use of their freshman year grades and course description booklets

### Lesson Preparation

#### Essential Questions:

How does your educational plan reflect your life/career/educational goals?

**Engagement (Hook):** Students will write a brief paragraph or discuss in small groups where they envision their Personal Plan of Study taking them in 5 years, 10 years....

### Procedures

Counselor Procedures:	Student Involvement:
1. Hand out students' Personal Plan of Study and ask them review and rethink what they have written, based on their interests and first semester grades First semester grades may need to be provided.	1. Students will review and rethink plans revise based on changing interests and 1 <sup>st</sup> semester grades.
2. Ask students to identify the career pathway that they are in and divide students into small groups by career paths.	2. In their groups, have the students review the course selections of their career pathway for the next 3 years by using High School course description books or enrollment guides.
3. Counselor should monitor/review the students' revisions with them.	3. Students will revise information on their Personal Educational Plan, sign and date changes.
4. Collect student plans and the course description books. (Note any revisions or problems with individual student's plans.) Copy plans...file one; return other to student.	4. Students hand in 4-year plans and description course books.



**Teacher Follow-Up Activities**

Have student write an essay/term paper on career choices or educational goals.

**Counselor reflection notes (completed after the lesson)**

**Unit #1 Title:** My Personal Plan of Study

**Lesson Title:** Career Resources

**Lesson** 4 of 6

**Grade Level:** 10

**Length of Lesson:** 50-60 minutes

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation (GLE):**

AD.6.A.10.a.i: Explore options and resources available to further develop personal education plans for life-long learning.

**American School Counselor Association National Standard (ASCA):**

Academic Development

B: Students will make decisions, set goals, and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

Speaker or representative from a vocational/technical institute. Career Center sample applications for training programs and other “non-college” post-secondary options.

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussion of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>          Students planning to attend a career center will apply by the announced deadline.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>          How do I get technical/career skills? What if I don't want to attend a four-year college?          What is vocational/technical education?</p> <p><b>Engagement (Hook):</b> Is vocational/technical education for me? If so, what would that future experience look like for you? If not, how might it look for someone else.</p>
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**Procedures**

<p><b>Counselor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Counselor will introduce speaker/ representative from a vocational or technical institute.</li> <li>2. Speaker or representative from a vocational/technical institute shares information about the institute.</li> <li>3. The counselor shares Career Center sample applications for training programs and other "non-college" post-secondary options.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will welcome the speaker.</li> <li>2. Students listen to the presentation about vocational/technical institutes and ask questions.</li> <li>3. Students will review information to make decisions in regards to making post-secondary choices or researching their</li> </ol>
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	options.
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**Teacher Follow-Up Activities**

Teachers are encouraged to announce application deadlines for vocational technical institutes.  
Teachers are encouraged to recommend students who may need a vocational assessment.

**Counselor reflection notes (completed after the lesson)**

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**Unit #1 Title:** My Personal Plan of Study

**Lesson Title:** Evaluating and Revising the Personal Plan of Study

**Lesson:** 5 of 6

**Grade Level:** 11

**Length of Lesson:** 30-45 minutes

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation (GLE):**

AD.6.A.11.a.i: Evaluate and revise an educational plan for life-long learning.

**American School Counselor Association National Standard (ASCA):**

Academic Development

B. Students will make decisions, set goals, and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

ACT Packets and ACT Test Dates  
ACT Prep Classes Information  
Visitation Dates for post-secondary  
Literature for Education/Training Options  
Career Fair Dates  
ASVAB Test Dates  
PSAT Dates  
Dual Enrollment Information  
College Day Visitation Information  
Information on Credit Recovery

**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 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examines 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 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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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
Courage		Compassion		Tolerance
Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will register for standardized tests and attend post-secondary information meetings that meet individual needs.

**Lesson Preparation**

**Essential Questions:**

How do you revise your educational plan for life-long learning?

**Engagement (Hook):**

Do you need to change your personal plan of study? Show students their credit study sheets.

**Procedures**

**Counselor Procedures:**

1. Present calendar with information on upcoming events for 11<sup>th</sup> grade students.
2. Encourage students to gather information materials when they participate in events.
3. Explain "credit reviews" and 4 year plan meetings and the value of meeting individually with the school counselor. Inform students that individual appointments are available for credit

**Student Involvement:**

1. Students will participate or sign up for upcoming events that are of personal interest.
2. Students will review the materials and make note of information to remember.
3. Students will review the process for making appointments. They will schedule an appointment with counselor.

reviews and plan revisions.	
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**Teacher Follow-Up Activities**

The teacher will follow up and reinforce the information shared during the session.
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**Counselor reflection notes (completed after the lesson)**

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**Unit #1 Title:** My Personal Plan of Study

**Lesson Title:** Assessing Personal Plan of Study for Life-Long Learning    **Lesson:** 6 of 6

**Grade Level:** 12

**Length of Lesson:** 30-35 minutes

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans

**Grade Level Expectation (GLE):**

AD.6.A.12.a.i: Apply information to revise and implement a personal educational plan necessary for life-long learning.

**American School Counselor Association National Standard (ASCA):**

Academic Development

B. Students will make decisions, set goals, and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

Worksheet titled Educational Plan Review for Seniors

Personal Educational Portfolios/4 year plan

**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 2. Conduct research to answer questions and evaluate 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
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities



**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>                  Students will complete an educational plan review to revise their personal educational plans.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>                  Have you implemented your personal educational plan necessary for life-long learning?                  Are you educationally prepared to go on beyond high school?</p> <p><b>Engagement (Hook):</b>                  What have you accomplished to date? Has your personal plan helped you to further your educational goals? (Use credit study review)</p>
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## Procedures

Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. The counselor will discuss the value of present and future personal education plans and goals with students.</li> <li>2. The counselor will pass out “Personal Plan of Study Review for Seniors” and give instructions for completing it.</li> <li>3. After the worksheet is completed the counselor will ask students to rethink and revise life-long learning plans.</li> <li>4. Counselor will arrange for letters to be mailed in 5 years.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will review and reflect on the development and appropriateness of their plans.</li> <li>2. The students will complete <i>Personal Plan of Study Review</i> worksheet after instructions are given. Students will discuss the information on their <i>Personal Plan of Study Review</i> worksheet.</li> <li>3. Students will write a letter to themselves. Letters include reflections about benefits of planning for the future and reminders of life goals established at the end of high school.</li> <li>4. Stamped self addressed letters will be given to counselor for mailing in 5 years.</li> </ol>

## Teacher Follow-Up Activities

Collect *Personal Plan of Study Review* worksheets that were not completed during the session.

**Counselor reflection notes (completed after the lesson)**

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## Personal Plan of Study Review for Seniors

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

(Circle the items that apply and fill in blanks)

1. My post-secondary plans include:

- a. trade/technical school \_\_\_\_\_.  
(trade certificate or other certification)
- b. military \_\_\_\_\_.
- c. two year college \_\_\_\_\_.  
(certificate or associates degree)
- d. four year college/university \_\_\_\_\_.  
(degree)
- e. on-the-job training \_\_\_\_\_.  
(type of training)
- f. go directly into the work force \_\_\_\_\_.  
(type of job/occupation)

2. Rate the following subjects as each relates to your learning experience. (Circle one of the numbers beside each subject, 1 being the lowest, 5 being the highest.)

English	1	2	3	4	5
Mathematics	1	2	3	4	5
Social Studies	1	2	3	4	5
Science	1	2	3	4	5

Turn page over for completion

3. What elective was the most valuable to your learning experience during your high school career?
4. List your extra-curricular activities in high school.
5. Have you participated in a vocational/technical program? (circle) Yes      No  
If yes, what program? \_\_\_\_\_
6. I attend high school as a senior (circle)      part-time      full-time
7. What financial resources have you obtained to further your educational goals? (Circle all that apply.)
  - A.      A+
  - B.      Scholarship(s)
  - C.      Loan(s)
  - D.      Grants
  - E.      Job/support
  - F.      Savings
  - G.      Parental support
8. Rate your experience with the guidance/counseling department by circling one of the following:      Satisfactory      Unsatisfactory  
  
Comments:
9. Suggestions for improvement of learning, counseling, and administration at the high school level.

**Unit #1 Title:** Goal Setting

**Grade Level:** 9-11

***MUST READ--THIS IS A VERY IMPORTANT NOTE:*** The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12<sup>th</sup> Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12<sup>th</sup> grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

**Number of Lessons in Unit:** 4 (+ 12<sup>th</sup> grade “Ultimate Career Development Experience for Seniors”)

**Time Required for Each Lesson:** 55-70 minutes

**Best Time of Year to Implement this Unit:** The best time to implement Unit 1 is at the beginning of the school year, followed by Units 2, 3, 4, 5. The 12<sup>th</sup> grade unit/senior project (Unit 6 “The Ultimate Career Development Experience for Seniors”) requires independent investigation and research by each individual. It is recommended that Unit 6 be introduced during the early part of the senior year with checkpoints for monitoring student progress throughout the year. (See Unit 6: “The Ultimate Career Development Experience for Seniors” for details)

**Lesson Titles:**

**Grade 9**

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student’s *Personal Plan of Study* (Initiated in 8<sup>th</sup> Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

**Grade 10**

Lesson 2: Revisiting the *Personal Plan of Study*: Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student’s *Personal Plan of Study* (Initiated in 8<sup>th</sup> Grade)

Activity Sheet “Occupational Trial Plan” Source: The “Occupational Trial Plan” is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

**Grade 11**

Lesson 3: Does My Career Fit ME? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need EXAMPLE Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

**Grade 11**

Lesson 4: Respect for All Workers

Materials/Special Preparations Required:

Newsprint

Markers

Activity Sheet: Career Paths Chart

A "focus object" for each student (e. g., a new pencil, a healthy snack). Object will be used to engage students in the lesson. (Note: If using a food item as "focus object" select something that supports the national emphasis on well-being via healthy in-school snack offerings.)

**Grade 12**

Unit 6: Ultimate Senior Project

*See Ultimate Career Development Experience For Seniors (Unit 6)*

**Missouri Comprehensive Guidance Standard(s):**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectation(s):**

CD.7.A.09.a.i: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

CD.7.A.10.a.i: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

CD.7.A.11.a.i: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

CD.7.C.11.a.i: Identify personal contributions to a global society to be made as a result of one's life career choices.

(Reminder: Unit 6 (12<sup>th</sup> Grade) "The Ultimate Career Development Experience for Seniors" incorporates ALL GLEs for the Career Development Strand.)

**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 decision.
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.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, question and ideas while recognizing the perspectives of others</li> <li>6. Apply communications techniques to the job search and to the workplace</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>8. Explore, prepare for and seek educational and job opportunities</li> </ol>

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (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	4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

The summative assessment for the Career Development Strand is "The Ultimate Career Development Experience for Seniors" (see folder for Unit 6)

**Brief Summary of Unit:**

In this unit for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.

**"The Ultimate Career Development Experience for Seniors"** will be implemented at the 12<sup>th</sup> grade level. Senior (12<sup>th</sup> grade) students will convey their understanding of career exploration and planning in the achievement of life career goals, sources for accurate information about post-secondary options and requirements, and career readiness skills via a culminating senior project which will include presentations to 8<sup>th</sup> graders making the transition from middle school to high school.

**Unit Goals:**

The student will know how to utilize knowledge of the world of work, personal interests, strengths, and limitations to reflect, review, revise/refine, reflect their present and future short- and long-term action plans such as his or her *Personal Plan of Study* (The Missouri School Improvement Program [MSIP] requirement for all students, see Missouri School



Improvement Program Standards)

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

How to prepare a *Personal Plan of Study*.

High school graduation requirements.

Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options

**Unit #1 Title:** Goal Setting

**Lesson Title:** Revisiting the *Personal Plan of Study* and  
Post HS Requirements

**Lesson:** 1 of 4

**Note:** This 9<sup>th</sup> Grade lesson appears in two (2) units: in this unit (Unit 1) AND again as Lesson 1 in Unit 4 “Life Long Learning “. They are identical Lessons and are provided in both Units for ease of access to those who may choose to implement one and not the other of the units.

**Grade Level:** 9

**Length of Lesson:** 55 to 70 minutes

**Missouri Comprehensive Guidance Standards:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Grade Level Expectation (GLE):**

CD.7.A.09.a.i: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

**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 decision.
- 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.

**Materials (include activity sheets and/ or supporting resources)**

Students’ *Personal Plan of Study*

A panel of 4-5 workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class re: “I wish I had known then what I know now” or “If only I had known \_\_\_\_\_, I would have \_\_\_\_\_.”

Career interest inventory results

List of minimum entrance requirements for a variety of post-secondary options (including, but not limited to) colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT) and resources for gaining immediate post-high school employment. (From counselor and/or community resources )

**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 4. Use technological tools and other resources to locate, select and organize information 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 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 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 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	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
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>          Students will be able to reevaluate, assess (review/rethink) their <i>Personal Plans of Study</i> and revise/refine as needed</p>
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## Lesson Preparation

### Essential Questions:

How have my interests, strengths, and limitations changed since I developed my *Personal Plan of Study*?

### Engagement (Hook):

Open the panel by saying something like: “If I had known then (1957) that I wouldn’t be able to buy a Ford Thunderbird on a teacher’s salary, I would have saved and invested more money.” Invite panel members to share their own “I wish I had known” experiences with the students.

## Procedures

Instructor Procedures:	Student Involvement:
<p>NOTE: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations OR they may choose to observe the remainder of the guidance lesson (with students’ “permission”). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes; and time for students to review/ rethink/ revise/ refine their individual <i>Personal Plan of Study</i>.</p> <ol style="list-style-type: none"> <li>1. Facilitate the panel discussion of community members. Panel members will communicate “things” they wish they had known prior to making their personal career choices (allot a maximum of 5 minutes for each person’s narrative).</li> <li>2. Divide class into small groups. “Assign” a panel member to each group. In the small groups students will be able to enter into more personalized conversations with the panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or mis-information.</li> <li>3. Distribute the students’ <i>Personal Plan of Study</i>, career interest inventories and results (if available), high school graduation requirements (most current Missouri Department of Elementary and Secondary</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will listen and formulate personal questions as the panel members share their “I wish I’d known” reflections.</li> <li>2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the lack of and/or mis-information one realizes after being in the chosen profession.</li> <li>3. Students will review their <i>Personal Plan of Study</i> to remind themselves of the plan they developed in 8<sup>th</sup> grade.</li> </ol>

<p>Education and local Board of Education requirements for all students, listings of the minimum entrance requirements for a variety of post-secondary education and training options, including, but not limited to colleges/ universities/ technical schools and a planning form to guide those students seeking immediate. full-time post secondary employment.</p> <p>4. Consider students' privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students' review of their <i>Personal Plans of Study</i>.</p> <p>5. When students have had an opportunity to review and revise/refine their current plans; they will write a note to you explaining the changes they are making. As you review their revised/refined Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled Individual Planning sessions. Arrange for the copying of students' revised/refined <i>Personal Plan of Study</i> and return the copy to the student.</p>	<p>4. Students will use the information gained during the panel discussion; their completed (and tentative) Personal Plan of Study; their career interest inventory results (if available), the counselor-provided listing of minimum entrance requirements for a variety of colleges/ universities/ technical/proprietary schools or plan for immediate post-high school employment to help them review/ rethink/ refine/revise their Personal Plan of Study.</p> <p>5. Students will make changes to their plans as needed and will write a note to you (the counselor) explaining the changes.</p>
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### Teacher Follow-Up Activities

<p>Encourage teachers to share what they wish they had known before starting their job as a teacher.</p>
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### Counselor reflection notes (completed after the lesson)

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<b>Unit #1 Title:</b> Goal Setting	
<b>Lesson Title:</b> Revisiting the <i>Personal Plan of Study</i> : Using the “Occupational Trial Plan”	<b>Grade Level:</b> 10
<b>Lesson:</b> 2 of 4	
<b>Length of Lesson:</b> 55 to 70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
<b>Grade Level Expectation (GLE):</b> CD.7.A.10.a.i: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths and limitations.	
<b>American School Counselor Association National Standard (ASCA):</b> 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 “Occupational Trial Plan” (copy for each student) Counselor-completed “Occupational Trial Plan” to serve as an example for students’ plans (make several copies) Source: “The Occupational Trial Plan” is adapted from the <i>Missouri Career Education: Senior High-Exemplary Activities Handbook</i> , (Missouri Department of Elementary and Secondary Education, 1980) Students’ <i>Personal Plan of Study</i> (initiated in 8 <sup>th</sup> grade and reviewed/revised/refined in subsequent years)
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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 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve 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
	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	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.  
 Assessment can be question answer, performance activity, etc.**

Students will identify job requirements/expectations of their personal career choices and compare these with their own personal preferences via completion of the "Occupational Trial Plan" and their individual *Personal Plan of Study*.

**Lesson Preparation**

**Essential Questions:**

I've changed my mind about my career plans three (3) times in the past month! I'm exploring the occupations as I consider them. How in the world can I ever keep track of everything I discover about the occupations and me?

What does the Occupational Trial Plan have to do with my career choice?

**Engagement (Hook):**

So much to do! So little time!! Counselor explains his or her completed Occupational Trial Plan (make several copies to pass around for students to see)

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Counselor: Complete your personalized Occupational Trial Plan and make several copies of it prior to class. Explain the	1. Following presentation of the counselor's "Occupational Trial Plan, students will create their own plans.

<p>processes you used as you responded to each question. Encourage students to look at your plan as they complete their own. Distribute blank “Occupational Trial Plan” Activity Sheets to students.</p>	
<p>2. Monitor and encourage students’ completion of their “Occupational Trial Plans.”</p>	<p>2. Students ask clarifying questions as they respond to the questions</p>
<p>3. Divide class into pairs to explain and clarify completed plans.</p>	<p>3. Students will explain and clarify their responses as they share their plans with a peer. During discussions with peer-partner, students will discuss/explain areas of certainty and areas of uncertainty.</p>
<p>4. Review with students their new findings and any new career decisions about their proposed careers that they have made or are considering. This may be done as a classroom guidance lesson or as a part of the Individual Planning strategies.</p>	<p>4. Prior to counselor-review of students’ “Occupational Trial Plans”, develop questions to be discussed with counselor.</p>
<p>5. After you have had an opportunity to review their plans, return <i>Personal Plans of Study</i> to students for inclusion in their “Important Papers” storage system (If your district has not adopted a plan/procedure for students to use to save “Important Papers”, encourage students to develop their own).</p>	<p>5. Students will lead the review of their “Occupational Trial Plans” by proposing questions and supporting choices as counselor helps students explore broader possibilities (if necessary). Students will store “Occupational Trial Planner</p>

### Teacher Follow-Up Activities

<p>Work with classroom teacher(s) to develop a unit or lesson, which includes student research about unique job opportunities and their characteristics.</p>
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### Counselor reflection notes (completed after the lesson)

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## The Occupation Trial Plan

**The “Occupational Trial Plan” will help you organize your discoveries about the world of work and you! During the next few years you will be making choices that will influence your life satisfaction, success, and stability. Complete this plan thoughtfully and you’ll be better prepared than many to make the hard decisions that lie ahead of you!**

**(A reminder: You are to respond to the items from your own point of view ... your responses may be different from your friends’.)**

### **PART I: ALL THINGS CONSIDERED**

**Check ( ) when task/activity has been completed**

**Underline one in each box**

( ) 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).	<div>I can meet them</div> <div>I cannot meet them</div> <div>Not sure</div>
( ) 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength and interest).	<div>I can meet them</div> <div>I cannot meet them</div> <div>Not sure</div>
( ) 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality inclinations).	My interests and personality needs are in the following areas:
( ) 4 The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.	<div>They appear to be:</div> <div>Satisfactory</div> <div>Unsatisfactory</div>
( ) 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.	Yes      No
( ) 6. I can tolerate the disadvantages.	Yes      No
( ) 7. I have investigated the job outlook in this occupation for the next 10 years.	<div>The outlook is:</div> <div>Excellent      Good</div> <div>Fair              Poor</div>
( ) 8. The activities of this occupation seem to be in harmony with my value system and life style.	Yes      No
( ) 9. I have investigated the probable geographic area in which employment will be available in this occupation.	<div>I am              I am not</div> <div>willing to leave my home</div> <div>town area.</div>

## PART II: MORE “THINGS” TO CONSIDER

1. Most workers in this occupation are found in (circle all that apply):

Cities	Rural Areas	All Areas
Offices	Manufacturing Plants	Other

2. Possibilities for promotion are: \_\_\_\_\_good \_\_\_\_\_ fair \_\_\_\_\_ poor.
3. The earnings I can make in this occupation are: \_\_\_\_\_satisfactory \_\_\_\_\_ unsatisfactory for me and the lifestyle I want to live.
4. I have\_\_\_\_\_ have not\_\_\_\_\_ discussed my plans with someone in this occupation.
5. I will take the following steps (include courses that are needed) to prepare myself for this occupation.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
6. I have\_\_\_\_ have not\_\_\_\_ considered the financial requirements of post-secondary preparation for this occupation. I will either meet these requirements with my own resources or I will:  
Apply for financial aid\_\_\_\_\_, Apply for scholarships\_\_\_\_\_, Apply for a student loan from the institution I plan to attend \_\_\_\_\_ Find a job \_\_\_\_\_. (Check all that apply)
7. I plan to seek further occupational preparation at one of these institutions:

Name of Institution	Address	Area of Study
a. _____		
b. _____		
c. _____		

**PART III: ALL THINGS (AND MORE) CONSIDERED: PRIORITIES FOR THE  
FUTURE**

1. I have discovered that I will be happiest and most successful AT WORK if I ....
2. It will be important that my work is located ...
3. Satisfaction during my non-working time, means I ....
4. I will have a sense of stability in my work and non-work life if I ...

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Signature

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Date

<b>Unit #1 Title:</b> Goal Setting	
<b>Lesson Title:</b> Does My Career Fit ME? (Venn Diagram)	<b>Lesson:</b> 3 of 4
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
<b>Grade Level Expectation (GLE):</b> CD.7.A.11.a.i: Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development Standard C. Students will understand the relationship between personal qualities, education, training, and the world of work.	

**Materials (include activity sheets and/ or supporting resources)**

Paper and pencil. Teacher will need EXAMPLE Venn Diagram on paper or PowerPoint.
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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 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 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 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

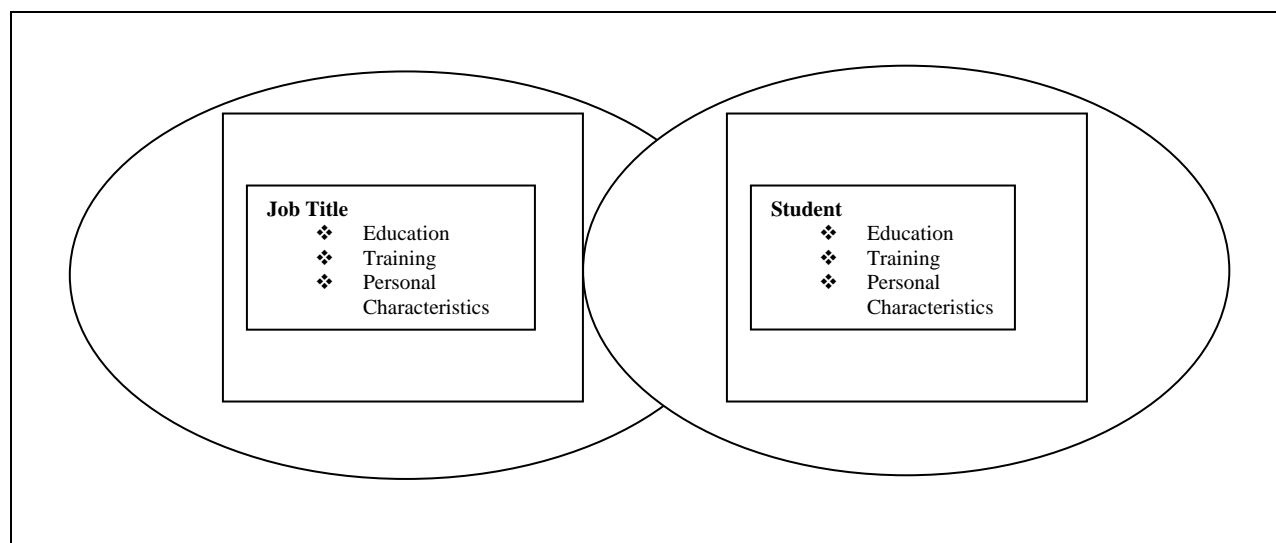
		ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**  
Students will list education, training requirements, and a minimum of four personal characteristics for their current job of choice and for self. Students will list the education, training, and personal characteristics for jobs in left-hand section; the education, training and personal characteristics of self in the right-hand section; and the education, training and personal characteristics that appear in both in the center section of the VENN Diagram.



### Lesson Preparation

**Essential Questions:**  
Why is it important that individual characteristics fit with characteristics needed for life career goals?

**Engagement (Hook):**  
Counselor example. How do my (counselor) educational goals, training goals, and personal characteristics compare with those of my career? Counselor will model development of Venn Diagram on "overhead" or chalk board via personal example.

## Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Instructor models OWN Venn Diagram.</li> <li>2. Students are instructed to list education, training requirements and a minimum of 4 personal characteristics for current job-of-choice and for self in the left- and right-hand sections of the Venn Diagram.</li> <li>3. Students are instructed to list, in the center section of the Venn Diagram, all education, training, and personal characteristics that are the SAME for their current job-of-choice and for themselves.</li> <li>4. Closure: Encourage students to use the Venn Diagram process as they continue their observations and explorations of the World of Work. Preview the next guidance lesson by asking: "If you were faced with making 'job-cuts' in the candy bar business, what criteria would you use to decide which jobs are unimportant in the production of candy bars?"</li> </ol>	<ol style="list-style-type: none"> <li>1. Students observe as instructor models.</li> <li>2. Students list education, training requirements and a minimum of 4 personal characteristics for job of choice and self on Venn Diagram.</li> <li>3. Students list all education, training, and personal characteristics that are the SAME in center of Venn Diagram.</li> </ol>

## Teacher Follow-Up Activities

Teacher may complete his/her own Venn diagram and share with students

**Counselor reflection notes (completed after the lesson)**

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<b>Unit #1 Title:</b> Goal Setting	
<b>Lesson Title:</b> Respect for ALL Workers	<b>Lesson:</b> 4 of 4
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
<b>Grade Level Expectation (GLE):</b> CD.7.A.11.a.i: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. CD.7.C.11.a.i: Identify personal contributions to a global society to be made as a result of one's life career choices.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development Standard C. Students will understand the relationship between personal qualities, education, training, and the world of work.	

**Materials (include activity sheets and/ or supporting resources)**

Newsprint Markers Activity Sheet Career Paths Chart (one for each student) A "focus object" for each student (e. g., a new pencil, a healthy snack). The "object" will be used to engage students in the lesson. (Note: If using a food item as "focus object" select something that supports the national emphasis on well-being via healthy in-school snack offerings."
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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. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different context 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 4. Evaluate the processes used in recognizing and solving 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
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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	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b></p> <p>Completed newsprint poster for each team and the Career Paths Charts completed by each student will be used as background information for student Position Statements about the MOST important job, the necessary jobs and the jobs that may be eliminated in the production of the "focus object". The Position Statement will include evidence that the student has considered local as well as global implications of eliminating jobs. Evidence will be provided supporting respect for all work and workers INCLUDING the CEO. The Position Statements will evidence empathy for each worker's role.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>How do we view the importance of individual jobs?</p> <p><b>Engagement (Hook):</b></p> <p>We've got to reduce the cost of producing _____! Which jobs can be eliminated?</p> <p>Hand out "focus object", e.g., pencil, healthy snack.</p>
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**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>When a "focus object" has been given to each student, divide class into groups of four.</li> <li>Students are instructed to look at their</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students sit in groups of four.</li> <li>Students list ALL jobs required to get</li> </ol>
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<p>“focus object” and list on newsprint ALL jobs that are required to get the object in their hands.</p>	<p>object in their hands.</p>
<p>3. Students are instructed to post newsprint on wall in classroom “roam the room” to compare lists.</p>	<p>3. Students post newsprint on wall in classroom “roam the room” to compare lists.</p>
<p>4. Students return to their groups; distribute the Activity Sheet “Career Paths Chart”. Students are instructed to individually place each job in a career path on their Career Path Charts.</p>	<p>4. Students place each job in a career path on their individual Career Paths Chart..</p>
<p>5. Students are instructed to review their entries on the Career Path Chart and determine, with their peers, which job is the MOST important, which jobs are necessary and which jobs can be eliminated.</p>	<p>5. Students will present “arguments” for the job they consider MOST important, jobs that are necessary and jobs that can be eliminated.</p>
<p>6. Students are instructed to write a position statement supporting their position re: “The Elimination of Jobs in the production of ____ “ (See Lesson Assessment for guidelines)</p>	<p>6. Students will develop individual “Position Statements” based on the data gathered during class activities.</p>
<p>7. Close with asking students to complete the statement: “I stand firm on my belief that jobs and workers ....”</p>	<p>7. Students will contribute to the “I stand firm ...” process.</p>

### Teacher Follow-Up Activities

<p>Encourage classroom teachers to post student “Position Statements” and to continue discussions about the variety of occupations in career pathways that are necessary to produce individual products</p>
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### Counselor reflection notes (completed after the lesson)

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# CAREER PATHS CHART

(To be completed by each student)

Arts & Communication	Natural Resources	Business, Management & Technology	Industrial & Engineering Technology	Health Services	Human Services

**Unit 2 Title:** Navigating Through the World of Work

**Grade Level:** 9-11

***MUST READ--THIS IS A VERY IMPORTANT NOTE:*** The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12<sup>th</sup> Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12<sup>th</sup> grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

**Number of Lessons in Unit:** 3 + Grade 12 culminating experience “The Ultimate Career Development Experience for Seniors” (Unit 6)

**Time Required for Each Lesson:** 55-70 min.

**Best Time of Year to Implement this Unit:** At appropriate for each grade level (see lessons)

**Lesson Titles:**

**Grade 9**

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Cluster Poster or handout

A career interest inventory such as:

Kuder – **[www.kuder.com](http://www.kuder.com)**

Choices – **[www.choices.org](http://www.choices.org)**

Self Directed Search – **[www.self-directed-search.com](http://www.self-directed-search.com)**

ACT’s Discover – **[www.act.org](http://www.act.org)**

**Grade 10**

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The Occupational Outlook Handbook - **<http://www.bls.gov/oco/>**

Dictionary of Occupational Titles - **<http://www.occupationalinfo.org/>**

Any other career resource.

Career Path Mini Poster

**Grade 11**

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form  
Teacher consent form  
Description and checklist  
Workplace tips  
Thank you letter  
Consent participant form  
Orientation form  
Questions form  
Reflection form  
Supervision form  
List of local businesses and organizations (prepared by counselor)  
Counselor Information Sheet for Job Shadowing

## **Grade 12**

Unit 6: Ultimate Senior Project

*See Ultimate Career Development Experience For Seniors (Unit 6)*

### **Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

### **Grade Level Expectation(s):**

CD.7.B.09.a.i: Recognize the sixteen (16) career clusters within the six career paths as a more specific organizer for exploring and preparing for careers now and in the future.

CD.8.A.09.a.i: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.

CD.7.B.10.a.i: Evaluate a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.10.a.i: Analyze career and educational information to identify the most relevant resources for specific career options.

CD.7.B.11.a.i: Utilize a variety of resources to aid in career exploration and planning.

CD.8.A.11.a.i: Synthesize information gathered from a variety of sources.

### **American School Counselor Association 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.

### **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.
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	<ul style="list-style-type: none"> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its sources</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ul>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, question and ideas while recognizing the perspectives of others</li> <li>6. Apply communications techniques to the job search and to the workplace</li> <li>7. Use technological tools to exchange information and ideas</li> </ul>
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Evaluate the processes used in recognizing and solving problems</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ul>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>8. Explore, prepare for and seek educational and job opportunities</li> </ul>

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	<ul style="list-style-type: none"> <li>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</li> <li>3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals)</li> <li>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ul>
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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 (such as surveys, statistics, maps, documents)
	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):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

The summative assessment for all units in the High School Career Development Strand is the **“The Ultimate Career Development Experience for Seniors” (Unit 6)**. Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

**Brief Summary of Unit:**

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to “try-on” work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. **“The Ultimate Career Development Experience for Seniors” (Unit 6)** will provide students with the opportunity to convey their understanding of career exploration and planning for the achievement of life career goals.

**Unit Goals and Objectives:**

The student will know how to utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as changes occur in the world of work and in their lives.

**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 the purposes and elements of Career Pathways as a structure for the world of work—including, the names of the career paths the occupations that are included in each Career Path and the education/training required for specific careers.

Awareness of self and personal career interests

Computer use for research and composition of presentation.

**Unit #2 Title:** Navigating the World of Work

**Lesson Title:** Career Interest Inventory

**Lesson:** 1 of 3

**Grade Level:** 9

**Length of Lesson:** 55-70 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Grade Level Expectation (GLE):**

CD.7.A.09.a.i: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

**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 decision.

**Materials (include activity sheets and/ or supporting resources)**

Career Cluster Poster or handout

A career interest inventory such as:

Kuder – [www.kuder.com](http://www.kuder.com)

Choices – [www.choices.org](http://www.choices.org)

Self Directed Search – [www.self-directed-search.com](http://www.self-directed-search.com)

ACT's Discover – [www.act.org](http://www.act.org)

**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 4. Use technological tools and other resources to locate, select and organize information 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 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 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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>          Completion of a career interest survey, identification of careers within the career cluster of their choice and application of information to individual exploration of the World of Work.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>          What does it matter if my individual interests do or do not fit with the characteristics needed for my life career goals?</p> <p><b>Engagement (Hook):</b>          Counselor shares by modeling his/her own interests by sharing a completed interest inventory and how the results fit his/her career choice.</p>
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**Procedures**

<p><b>Counselor Procedures:</b></p> <ol style="list-style-type: none"> <li>Counselor explains the link of measured interests to his/her own career and how careers link to one another (e.g. linkages within each of the 16 career clusters)              The interest inventory you choose may be a "pencil and paper" version or an "on-line" version. Hand out selected interest inventory and explain directions OR direct students to online inventory.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students observe counselor's information and refers to own career clusters' sheet</li> </ol>
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<ol style="list-style-type: none"> <li>2. Counselor observes and helps students complete inventories.</li> <li>3. Help students score and find careers that match their interests.</li> <li>4. Have students share results with a partner. (Be sure to consider students' privacy rights – review school board policy and allow students the choice of whether or not to share results with another person.)</li> <li>5. As students review the results of the Interest Inventories, have them identify at least one career of interest. Partners will interview each other about their career of interest. Instruct students to introduce partners to the class as a worker in the career and career cluster of their partner with the class.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students may be using a pencil/paper inventory or an online inventory. They will be reading directions. Students complete surveys.</li> <li>3. Score and find career/interest matches.</li> <li>4. Students work with a partner and share their results with each other (as appropriate).</li> <li>5. Students will take turns sharing their partner's choices.</li> </ol>
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## Teacher Follow-Up Activities

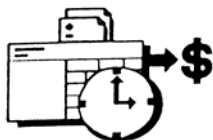
Have students write a paper on how their personal interests compare to their career choice.

**Counselor reflection notes (completed after the lesson)**

## *Career Paths*

### *Working Together in Our Community*

#### *Business, Management, & Technology*



Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, *personnel, economics, and management.*

#### *Arts & Communications*



Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.

#### *Natural Resources/Agriculture*



Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

#### *Industrial & Engineering Technology*



Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

#### *Human Services*



Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

#### *Health Services*



Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

**Unit #2 Title:** Navigating the World of Work

**Lesson Title:** Investigating Career Resources

**Lesson:** 2 of 3

**Grade Level:** 10

**Length of Lesson:** 55-70 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Grade Level Expectation (GLE):**

CD.7.B.10.a.i: Evaluate a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.10.a.i: Analyze career and educational information to identify the most relevant resources for specific career options.

**American School Counselor Association National Standard (ASCA):**

Career Development

A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.

**Materials (include activity sheets and/ or supporting resources)**

Listing of Career Clusters

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The Occupational Outlook Handbook - <http://www.bls.gov/oco/>

Dictionary of Occupational Titles - <http://www.occupationalinfo.org/>

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) [www.acrnetwork.org](http://www.acrnetwork.org) and [www.online.onetcenter.org](http://www.online.onetcenter.org)

Any other career resource.

Career Path Mini Poster

**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p>

X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

### Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>Students will choose one career from each of career clusters. They will identify and report in writing the educational requirements, average salary, and job outlook for each job.</p>
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### Lesson Preparation

<p><b>Essential Question:</b></p> <p>Why is it important to compare and contrast different careers?</p> <p><b>Engagement (Hook):</b></p> <p>Did you know ... with a click of your mouse you can find information about any occupation? You can view video-clips of people at work? Our goal for today is to help you help yourself –to a lifetime of success.</p>
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### Procedures

<p><b>Counselor Procedures:</b></p> <p>1. Counselor will give students a handout with a list of the 16 career clusters and the Activity Sheet: “Outlook for Jobs in the Future”. Students will be instructed to</p>	<p><b>Student Involvement:</b></p> <p>1. Students will look at the list of career clusters and career pathways and jobs within the pathways and select a job of interest from each pathway.</p>
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select a job from each pathway and/or cluster.	
2. Students are instructed to list educational requirements, salary or wages, and job outlook for each job using a different resource for each, on the attached reporting form.	2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form.
3. Counselor monitors students' progress.	3. Students complete form and ask clarifying questions.

### **Teacher Follow-Up Activities**

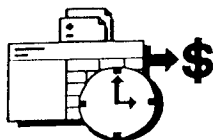
Students select one job and interview a person employed in that job. They could then write a paper entitled, "A Day in the Life of....."

### **Counselor reflection notes (completed after the lesson)**

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## *Career Paths*

### *Working Together in Our Community*



#### ***Business, Management, & Technology***

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



#### ***Arts & Communications***

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



#### ***Natural Resources/Agriculture***

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



#### ***Industrial & Engineering Technology***

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



#### ***Human Services***

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



#### ***Health Services***

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

## THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to: States Career Clusters: [www.careerclusters.org](http://www.careerclusters.org).

Agriculture, Food, & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business, Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety & Security

Manufacturing

Marketing, Sales & Service

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

Occupational Outlook Handbook: <http://www.bls.gov/oco/>  
Dictionary of Occupational Titles: <http://www.occupationalinfo.org/>  
ONET: [www.onetcenter.org](http://www.onetcenter.org)  
Other: [www.careercluster.org](http://www.careercluster.org)

## OUTLOOK FOR JOBS IN THE FUTURE

Pathway	Job	Salary	Education	Outlook	Resource Used
Arts & Communications					
Natural Resources					
Business, Management, & Technology					
Industrial & Engineering Technology					
Health Services					
Human Services					



**Unit #2 Title:** Navigating the World of Work

**Lesson Title:** Job Shadowing

**Lesson:** 3 of 3

**Grade Level:** 11

**Length of Lesson:** 55 to 70 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Grade Level Expectation (GLE):**

CD.7.B.11.a.i: Utilize a variety of resources to aid in career exploration and planning.

CD.8.A.11.a.i: Synthesize information gathered from a variety of sources.

**American School Counselor Association National Standard (ASCA):**

Career Development

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.

**Materials (include activity sheets and/ or supporting resources)**

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

**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 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 communications 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 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 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 idea
	Mathematics	
X	Social Studies	6. Relationship of individual and groups and institutions of 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 Assessment (acceptable evidence):

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>                      Successful completion of forms necessary to participate in job shadowing, completion of a job shadowing experience and a reflection/projection narrative about implications of job-shadowing experience for the future.</p>
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### Lesson Preparation

<p><b>Essential Questions:</b>                      What benefits would someone gain from a job shadowing experience? How would it be different from someone who does not have the opportunity to job shadow?</p> <p><b>Engagement (Hook):</b>                      Use media (i.e. music, movie clips, etc.) to facilitate discussion on job shadowing experiences.</p>
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## Procedures

<p><b>Counselor Procedures:</b>  <b>(This strategy is “labor-intensive” for counselors. The materials that accompany this lesson will help you organize for the adventure.)</b></p> <ol style="list-style-type: none"> <li>1. Counselor uses media and/or other sources to engage students in a discussion about job shadowing.</li> <li>2. The counselor asks students to think about their own interests related to jobs. Students are asked if they would like to know more about certain jobs.</li> <li>3. The counselor discusses future plans for job shadowing. Job shadowing packets are distributed to the students and time is allowed for completion of forms</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will learn what it means to job shadow.</li> <li>2. Students respond to the counselor’s questions.</li> <li>3. Students will complete necessary forms and start search for job shadowing placement.</li> </ol>
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## Teacher Follow-Up Activities

Teacher could ask students to share some of their experiences during job shadowing. Student could also write a paper on job shadowing experiences.

**Counselor reflection notes (completed after the lesson)**

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## **Counselor Information Sheet for Job Shadowing**

### **Goal:**

The goal is to have the student experience the world of work through job shadowing.

### **Role:**

The role of the student during job shadowing will be to observe an employee for a short period of time to learn about the business, industry, or profession of the employee. The student witnesses firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options.

### **Students will:**

1. Review the Job Shadowing Choices Checklist
2. Contact the host to set up a time and date for the job shadowing by using the Job Shadowing Choices Checklist
3. Receive and have completed:
  - a. Parental Consent to Participate Form
  - b. Transportation Form
  - c. Classroom Teacher Permission Form
4. Review Workplace Tips
5. Arrive on time
6. Dress appropriately

Students will report to (pre-determined) workplaces for a learning opportunity, to experience “real life” work in a career field.

During the job shadowing experience, the student observes his/her host, collects relevant information and asks questions (e.g. “What do you like about your job? What kind of skills or training do I need?”)

### **Standards and Criteria for Success:**

As a result of the job shadowing experience, the student will be expected to complete some of the following activities:

1. Write a thank you letter (REQUIRED)
2. Complete the Job Shadowing Reflection Form
3. Keep a journal describing the site, the people, the work, and the environment
4. Submit a written report on the job shadowing experience.
5. Make an oral classroom presentation or poster presentation on careers represented at the job-shadowing site.
6. Ask workplace employer/supervisor to complete a job shadowing feedback sheet regarding the student participant.

### **Job Shadowing Choices Checklist**

Future Job Interests

Local Businesses

Telephone Numbers

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1. Contact your first choice for your job shadowing experience. Introduce yourself and state briefly the purpose of your job-shadowing visit. If they agree to the visit, ask them what date and times would be convenient for them. Write them down and restate the date and time to make sure you have the information correct. If you are not familiar with the place ask where you should meet them.
2. Thank them for their time and express that you are anxious to meet with them.

Business and person you will spend time with \_\_\_\_\_

Date: \_\_\_\_\_

Times: \_\_\_\_\_

3. Be sure all necessary consent forms are completed:
  - a. Parent/Guardian Consent Form
  - b. Classroom Teacher Permission Form
  - c. Transportation Consent/Agreement
4. Review the Workplace Tips Sheet
4. Go on your job shadow
  - a. Use List of Prepared Questions
  - b. Leave the Job Shadowing Supervisor Reflection Form at the business and ask for its completion and return.
6. Write a thank you note to business (sample letter attached)
7. Fill out the Job Shadowing Reflection Form

### **Job Shadowing Parent/Guardian Consent Form**

**Your son/daughter has expressed an interest in participating in a job shadowing experience. He/she will be assigned to a professional/employee who will lead them through their department. They will discuss a typical workday and explore different aspects of working in their field of choice.**

#### **PERMISSION TO PARTICIPATE IN JOB SHADOWING:**

My child, \_\_\_\_\_, may participate in Job Shadowing.

This Job Shadowing will take place at: \_\_\_\_\_  
on \_\_\_\_\_.

I grant permission to photograph my child for identification, promotional and educational purposes. Should it be necessary for my child to have medical treatment while participating in the job shadowing program, I hereby give my permission to the personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency/medical history to the attending physician, if needed.

Student's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions?

\_\_\_\_\_ YES          \_\_\_\_\_ NO

If "yes" please explain:

Have you signed a transportation agreement form? \_\_\_\_\_ YES          \_\_\_\_\_ NO

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

### **Job Shadowing Classroom Teacher Permission Form**

**The Job Shadowing Program is an opportunity for students to spend a day, or part of a day, on the job with a person or professional who works in an occupation in which s/he is interested. This experience is an important step toward career planning and graduation. The student will be responsible for all schoolwork missed during this experience. Thank you for your cooperation.**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Job Shadow Experience

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Place: \_\_\_\_\_

Signatures of teachers from classes you will miss when Job Shadowing

Period/Block 1 \_\_\_\_\_

Period/Block 2 \_\_\_\_\_

Period/Block 3 \_\_\_\_\_

Period/Block 4 \_\_\_\_\_

Period/Block 5 \_\_\_\_\_

Period/Block 6 \_\_\_\_\_

Period/Block 7 \_\_\_\_\_

Block 8 \_\_\_\_\_

\_\_\_\_\_  
Counselor/Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Office given notice of absence? \_\_\_\_\_ YES \_\_\_\_\_ NO Date: \_\_\_\_\_

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

### **Job Shadow Transportation Agreement**

I give permission for my child, \_\_\_\_\_,  
to drive a vehicle to \_\_\_\_\_  
on \_\_\_\_\_ for the purpose of Job Shadowing.  
(Job Shadow Location)  
(Job Shadow Date)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\* \* \* \* \*

I give permission for my child, \_\_\_\_\_,  
to ride in a vehicle driven by \_\_\_\_\_  
to \_\_\_\_\_  
on \_\_\_\_\_ for the purpose of Job Shadowing.  
(Person Driving)  
(Job Shadow Location)  
(Job Shadow Date)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

If you have any questions or concerns, please contact:

(List names of guidance personnel involved in job shadowing, phone number  
and each extension.)



## **Workplace Tips**

There are two general categories of factors that contribute to an employee's success at the workplace. First, employees must master a set of specific technical skills and experiences. Second, all occupations require general skills such as problem solving, communications and interpersonal abilities. During your job shadowing experience you will be introduced to employees using both technical and general skills. When you are at the workplace, think about these tips and what it takes to be a top employee.

Be honest.

Have a positive attitude. Be friendly, courteous, polite and cooperative with co-workers and clients.

Always be reliable and prompt. Customers and other workers are depending on you.

Notify the appropriate supervisor when you are going to be late or absent.

If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.

Respond positively to constructive criticism.

Take responsibility for your actions.

Give your best effort at all times. If you have completed all your regular and assigned tasks, show initiative and seek additional work.

Challenge yourself to be a continuous, life-long learner.

Always be open to change.

### **Prepared List of Questions for Job Shadowing Experience**

- How long have you worked here?
- What are your responsibilities?
- What basic skills and knowledge does he or she use?
  - Reading
  - Listening
  - Applying mathematics
  - Listening
  - Speaking
- What technical skills are necessary to perform this job well, and how are they used?
  - Using computers
  - Operating office machines
  - Repairing equipment
- Which of the following problem-solving skills are needed, and how are they applied?
  - Organizing and planning
  - Interpreting and communicating information
  - Thinking creatively
  - Making decisions
  - Analyzing problems
- What interpersonal (or “people”) skills are needed, and how are they used?
  - Serving customers
  - Participating as a team member
  - Teaching
  - Leading
  - Resolving conflict
  - Working with cultural diversity
- What type of schooling is required for this job?
- What new skills have been learned since then?
- How might this job change in the next five years? The next ten?

- How many days a week do you work?
- How many hours a day do you work?
- What is the average income for this type of job?
- Does this job provide a steady income?
- What are some advantages of this job?
- What are some disadvantages of this job?
- Why did you choose this type of work?
- Do you enjoy your work?
- What was the hardest thing to learn about the job?
- What do you especially like about the job?

### **Writing A Thank You Letter**

Thank you letters are an important business courtesy. When you tell people how much you appreciate good things they have done, you reward them for their efforts and make a good impression about yourself.

It is important to thank your workplace host for the time and effort that has been given to help you in career exploration. The following is a model for a thank you letter.

Date (Month, Day, Year)

Your Workplace Host's Name  
Your Workplace Host's Department  
Street Address  
City, State, Zip

Dear (Mr., Ms. Or Mrs. Workplace Host's Last Name)

Paragraph 1: Thank your workplace host for his or her time and helpfulness.

Paragraph 2: Tell him or her why the experience was important to you. Share some of the things you learned through job shadowing.

Sincerely,  
Sign Your Name

Print your name below your signature

### **Job Shadowing Reflection Form**

Name \_\_\_\_\_

Describe the department you visited.

What type of work activities did you observe during your job shadowing experience?

What did you like best about your job shadowing experience?

What did you like least about your job shadowing experience?

What surprised you the most about what you observed, heard, did and/or learned?

If you wanted to work in the department you visited, what might you do to prepare in the next five years, both in high school and afterwards?

Would you consider a career in this field? Why or Why not?

**Job Shadow Supervisor Reflection**

Name of Career/Occupation \_\_\_\_\_

Company/Business/Industry You Represent \_\_\_\_\_

Name of Participating Student \_\_\_\_\_

Was the student properly prepared for the visit?     \_\_\_\_\_Yes     \_\_\_\_\_No

Was the student's behavior appropriate?                \_\_\_\_\_Yes     \_\_\_\_\_No

How did you feel about the experience? Did you see any benefit to yourself or the student?

Would you be willing to have another student Job Shadow your career?

\_\_\_\_\_Yes     \_\_\_\_\_No

Additional comments?

Signature of Job Shadow Supervisor\_\_\_\_\_

Please return to:  
Counselor and/or Coordinator's Name  
Name of High School  
Address of High School  
City, State & zip code

**Unit 3 Title:** Respecting ALL Work

**Grade Level:** 9-11

***MUST READ--THIS IS A VERY IMPORTANT NOTE:*** The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12<sup>th</sup> Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12<sup>th</sup> grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

**Number of Lessons in Unit:** 3 (+“The Ultimate Career Development Experience for Seniors” (Unit 6))

**Time required for each lesson:** 55-70 min.

**Best time of year to implement this Unit:** Throughout school year

**Lesson Titles:**

**Grade 9**

Lesson #1: How I Relate to Others

Materials/Special Preparations Required:

Inventory that explores the relationship between self and others and your skills in group activities.

Source: “The How I Relate to Others” is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE],1980).

**Grade 10**

Lesson #2: Past, Present, Future (biography of your future)

Materials/Special Preparations Required:

Computers, Guidelines for completing the Biography activity and materials to make timelines.

Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

**Grade 11**

Lesson #3: Peer Review of My School and Community Activities

Materials/Special Preparations Required:

Individual list of school and community activities.

**Grade 12**

Unit 6: Ultimate Senior Project

***See Ultimate Career Development Experience For Seniors (Unit 6)***

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Grade Level Expectation(s):**

CD.7.C.09.a.i: Analyze and evaluate school and community contributions as they relate to one's career and educational plan.

CD.7.C.10.a.i: Analyze and evaluate school and community contributions as they relate to life career goals.

CD.7.C.11.a.i: Identify personal contributions to a global society to be made as a result of one's life career choices.

**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.
- 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.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>4. Develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>5. Evaluate the processes used in recognizing and solving problems</li> </ol>



	8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 6. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. Speaking and writing standard English 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 of 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):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Formative Assessment for this Unit includes: Completion of "How I Relate to Others" Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. "The Ultimate Career Development Experience for Seniors" (Unit 7) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals

**Brief Summary of Unit:**

This unit has a two-pronged emphasis: 1. Developing respect for all work and workers and 2. The **social** responsibility of each individual living in a global society. The 12<sup>th</sup> grade outcome for GLE 7.3 recognizes the importance of students' understanding that each of us (via our chosen work and related activities) contributes to the well-being and betterment of our world. Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

**Unit Goals and Objectives:**

The student will respect all work as important, valuable and necessary in maintaining a viable global society.

The student will understand social responsibility as it relates to the personal contributions

one can make to society through one's work and non-work activities.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Concept of the manner in which they relate to others

Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).

An understanding of the term "global society"

Computer skills for research and composition of presentation.

<b>Unit #3 Title:</b> Respecting All Work	
<b>Lesson Title:</b> How I Relate to Others	<b>Lesson 1 of 4</b>
<b>Grade Level:</b> 9	
<b>Length of Lesson:</b> 55 to 70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
<b>Grade Level Expectation (GLE):</b> CD.7.C.09.a.i: Analyze and evaluate school and community contributions as they relate to one's career and educational plan.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development 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.	

**Materials (include activity sheets and/ or supporting resources)**

Activity Sheet: "How I Relate to Others" A self-assessment inventory that explores the relationship between self and others and the skills for working with others on group activities. Source: "The How I Relate to Others" is adapted from the <i>Missouri Career Education: Senior High-Exemplary Activities Handbook</i> , (MO DESE, 1980).
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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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 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 informal 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
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**

Students will work in pairs or small groups to analyze and discuss the results of their "How I Relate to Others" Activity Sheet.

### Lesson Preparation

#### Essential Questions:

- Is there any work that is NOT valuable?
- How does YOUR work contribute to the well being of OUR global society?
- What skills are necessary for the most effective interaction within group situations?
- How can I measure whether or not I have the necessary skills?

#### Engagement (Hook):

Before starting the activities of this lesson make the statement: "Ask not what your country can do for you, but what you can do for your country." Then ask "What does President Kennedy's 1961 statement have to do with you, your choice of activities now and your work in the future? That is the question that underlies our work in this unit. We will be learning more about our inter-connectedness and responsibilities to ourselves, each other and our global society—keep JFK's words in your mind as you consider your career choices and opportunities."

### Procedures

#### Counselor Procedures:

- Students will be chosen to role-play group situation(s) that show effective and ineffective group interactions. Engage students in a group role-play activity followed by a discussion of effective and ineffective group interaction.
- Counselor will distribute the "How I Relate to Others" Activity Sheet. Introduce the Activity Sheet and emphasize the concept of conducting a self-assessment of relationship skills. Review each section of the Activity Sheet and ask

#### Student Involvement:

- Students will participate in role-play or participate as observers.
- Students will complete the "How I Relate to Others" Activity Sheet.

students to complete the activity.	
3. When students have completed the Activity Sheet, the counselor will facilitate a discussion of the activity and students' responses with the group. One of the "prompts" might be: "What do you have to do differently in order to work more effectively with others?"	3. Students participate in discussion by talking about specific and/or general items.
4. You may want to collect the activity sheets and save the results for students to review as a part of the 11 <sup>th</sup> grade unit 3 lesson: "Peer Review of My School and Community Activities." (This is another instance when a "storage system" for students' work will be useful!)	4. Students turn in their activity sheets.

### **Teacher Follow-Up Activities**

Students will write a one-page paper discussing what they learned about themselves and how they will use the information to improve their relationships with others.

### **Counselor reflection notes (completed after the lesson)**

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## How I Relate To Others

This form will help you think about various aspects of your relationships with others and your skills in-group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals in the space provided below each subsection.
3. Go back over the whole list and circle the numbers of the **three** or **four** activities, which you will work to improve at this time.

Communication Skills	Doing all right	Need to do it more	Need to do it less
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening attentively			
6. Thinking before I speak			
7. Keeping my remarks on the topic			
8.			

Observation Skills	Doing all right	Need to do it more	Need to do it less
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Noting who is being "left out"			
5. Sensing feelings of individuals			
6. Noting reaction to my comments			
7. Noting when group avoids a topic			
8.			

Problem-Solving Skills	Doing all right	Need to do it more	Need to do it less
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7.			

<b>Morale-Building Skills</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7.			

<b>Emotional Expressiveness</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7.			

<b>Unit #3 Title:</b> Respecting All Work	
<b>Lesson Title:</b> Past, Present, and Future	<b>Lesson:</b> 2 of 3
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 55 to 70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
<b>Grade Level Expectation (GLE):</b> CD.7.C.10.a.i: Analyze and evaluate school and community contributions as they relate to life career goals.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development 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.	

**Materials (include activity sheets and/ or supporting resources)**

Computers Guidelines for completing the Biography activity Materials to make timelines. Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).
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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	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
	3. Analyze the duties and responsibilities of individuals in societies

**This lesson supports the development of skills in the following academic content areas.**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
	Social Studies	



	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 Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

Students' recognition of the inter-connectedness of other people, work, workers, the well being of our planet, and themselves will be evidenced by the autobiography individuals write.

Students will be able to project a realistic portrayal of their life-long goals.

### Lesson Preparation

#### Essential Questions:

Do I really need to know what to do with my life?

#### Engagement (Hook):

Counselor presents an example of her or his "backward" timeline: Thirty years ago I was \_\_\_\_\_ years old. I lived in \_\_\_\_\_. Complete "backward timeline" with examples for each of the areas (see Timeline Activity Sheet).

### Procedures

Counselor Procedures:	Student Involvement:
1. Counselor will project timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the timeline Activity Sheet.	1. Students will observe the counselor's examples.
2. Counselor will ask students to develop their own timeline.	2. Students will work in pairs to discuss and complete their timelines.
3. Counselor will model using the timeline to develop an autobiography for their future.	3. Students observe counselor modeling the biography.
4. The counselor asks students to complete a biography for their future.	4. Students complete biographies using the prompts included on the "My Projected Autobiography" Activity Sheet.
5. When "My Projected Autobiography" is completed, students will write a single paragraph summary: "Aha! If I want to	5. Students will "file" completed Activity Sheets and "Aha Statements" to use during their senior culminating project.

____, I will have to ____! Students will save timelines, autobiographies and “Aha Statements” for use during the senior culminating project.	
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**Teacher Follow-Up Activities**

Teacher will allow students to peer review biographies.
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**Counselor reflection notes (completed after the lesson)**

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## Timeline

Imagine that you are a biographer writing your own autobiography. Project your life 30 years from now. How will the world and, thus, your life be different in the following areas?

CHANGES				
Thirty years from now, I will be _____ years old.				
I will be living in _____.				
Technology	Environment	Economy	World Politics	Health Care

## ***My Projected Auto-Biography***

Imagine that you are a biographer-turned-autobiographer. You are writing about your life 30 years from now. Use the projections you wrote on your timeline to help you anticipate your life in 30 years. What contributions will you make in your own community and to the global society? By being your own auto-biographer, you will create a clearer vision about where you want your life to go and identify possible pitfalls and blocks that might prevent you from getting there – and what you will do to “work around, over, under” the pitfalls/blocks.

<b>Unit #3 Title:</b> Respecting ALL Work	
<b>Lesson Title:</b> Peer Review of My School and Community Activities	<b>Lesson:</b> 3 of 3
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
<b>Grade Level Expectation (GLE):</b> CD.7.C.11.a.i: Identify personal contributions to a global society to be made as a result of one's life career choices.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development C. Students will understand the relationship between training and the world of work.	

**Materials (include activity sheets and/ or supporting resources)**

Individual list of school and community activities.
---

**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
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

**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	

### Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

### Lesson Assessment (acceptable evidence):

Completion of community and school activities list.
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### Lesson Preparation

#### Essential Question:

Can an Individual make a difference?

How can I make a contribution to the well-being and betterment of the local and global society?

#### Engagement (Hook):

Video on VOLUNTEERISM (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources for information re: volunteerism.)

### Procedures

Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>Counselor will ask students to write a list of their community and school <b>activities</b> (beyond “membership” in organizations) from the 9<sup>th</sup> grade until now.</li> </ol> <p>(Note: emphasis is on the “ACT” in ACTivities. Activities do not have to be limited to “organized activities” (e.g., car washes and bake sales). The concept of social responsibility is embedded in this strategy.</p> <ol style="list-style-type: none"> <li>When students have completed their lists of activities, they will write a statement of the basic concept of their life long goals/ life mission.</li> <li>When students have completed their lists of activities and their life-long goal, arrange for students to work with a partner to review each other’s lists. Taking turns, students will review his or her partner’s list</li> </ol>	<ol style="list-style-type: none"> <li>Students write a list of their community and school activities</li> <li>Students will write a statement of the basic concept of their life long goals (life mission).</li> <li>Peer partner listens to feedback and recommends/suggests changes in his or her partner’s activities. The other student receives the feedback and determines the changes that need to be</li> </ol>

of activities and goals and give feedback regarding how the activities relate to the partner's life goals.	made.
4. Counselor asks each pair to report findings.	4. Each pair reports findings.

**Teacher Follow-Up Activities**

Students write one page paper on how volunteer activities relate to life long goals.
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**Counselor reflection notes (completed after the lesson)**

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**Unit #4 Title:** Life Long Learning

**Grade Level:** 9-11

***MUST READ--THIS IS A VERY IMPORTANT NOTE:*** The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12<sup>th</sup> Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12<sup>th</sup> grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

**Number of Lessons in Unit:** 3 (+ “The Ultimate Career Development Experience for Seniors” CG 7, 8, 9 Grade 12 Unit 6)

**Time Required for Each Lesson:** 55-70 min.

**Best time of year to implement this Unit:** First semester

**Lesson Titles:**

**Grade 9**

Lesson #1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Students’ *Personal Plan of Study*, career interest inventory results (see 7.1, 8.2 Grade 9 Unit 2 Lesson 1)

List of minimum entrance requirements for post-secondary education/training options, e.g., college/university/ technical school of choice or resources/plan for immediate full-time post-high school employment.

**Grade 10**

Lesson #2: Completing Applications

Materials/Special Preparations Required:

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete. Checklists to show comparisons of post-secondary education/training institutions to each other and full-time employment opportunities to each other.

**Grade 11**

Lesson #3: Get Set for College

Materials/Special Preparations Required:

College preparation materials such as ACT “Get Set For College” brochure (available free of charge):

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf> for each student.



**Grade 12**

Unit 6: Ultimate Senior Project

*See Ultimate Career Development Experience For Seniors (Unit 6)*

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectation(s):**

CD.7.A.09.a.i: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

CD.7.A.10.a.i: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

CD.8.B.10.a.i: Apply knowledge of self to make informed decisions about post-secondary options.

CD.7.A.11.a.i: Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

CD.8.B.11.a.i: Apply research skills to obtain information on training and education requirements for post-secondary choices.

**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 decision.
- 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.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas <ul style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research.</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its sources</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ul>
X	Goal 2: Communicate effectively within and beyond the classroom

	<ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, question and ideas while recognizing the perspectives of others</li> <li>6. Apply communications techniques to the job search and to the workplace</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	Goal 3: Recognize and solve problems <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	Goal 4: Make decisions and act as responsible members of society <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>8. Explore, prepare for and seek educational and job opportunities</li> </ol>

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	<ol style="list-style-type: none"> <li>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</li> <li>3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals)</li> <li>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ol>
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> <li>6. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</li> </ol>
	Science	
	Health/Physical Education	
X	Fine Arts	<ol style="list-style-type: none"> <li>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</li> </ol>

**Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

The summative assessment for all units in the High School Career Development Strand is "The Ultimate Career Development Experience for Seniors" (see Unit 6).

**Formative Assessments** are described in each lesson. Students complete and interpret career interest inventories, complete sample applications, and engage in job shadowing experiences as means of measuring GLE knowledge, skill and understanding; A media presentation is the authentic performance task/event via which each individual will demonstrate the six facets of understanding (explanation, interpretation, application, perspective, empathy and self-knowledge) related to the "big ideas" (CG Content Standards) of the Career Development Strand.

**Brief Summary of Unit:**

This unit will provide students with information, resources and competence to enable them to become life long learners and advocates for themselves when facing change and/or opportunities for change.

**Unit Goals and Objectives:**

The student will know where and how to obtain information about the world of work and post-secondary training/education, how to utilize career and educational information in career decision-making and know and understand the levels of training and education required for life career goals

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Information about their previous interests

Ability to use computer for research and composition of presentations.

**Unit #4 Title:** Life Long Learning

**Lesson Title:** Revisiting the *Personal Plan of Study* and **Lesson:** 1 of 4  
Post HS Requirements

**Note:** *This 9<sup>th</sup> Grade lesson appears in two (2) units: in this unit (Unit 4) AND again as Lesson 1 in Unit 1: “Goal Setting“. They are identical Lessons and are provided in both Units for ease of access to those who may choose to implement one and not the other of the units.*

**Grade Level:** 9

**Length of Lesson:** 55 to 70 minutes

**Missouri Comprehensive Guidance Standards:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Grade Level Expectation (GLE):**

CD.7.A.09.a.i: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

**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 decision.
- 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.

**Materials (include activity sheets and/ or supporting resources)**

Students’ *Personal Plan of Study*

A panel of 4-5 workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class re: “I wish I had known then what I know now” or “If only I had known \_\_\_\_\_, I would have \_\_\_\_\_.”

Career interest inventory results

List of minimum entrance requirements for a variety of post-secondary options (including, but not limited to) colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT) and resources for gaining immediate post-high school employment. (From counselor and/or community resources)

**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 4. Use technological tools and other resources to locate, select and organize information 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 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 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 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	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
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>                  Students will be able to reevaluate, assess (review/rethink) their <i>Personal Plans of Study</i> and revise/refine as needed</p>
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## Lesson Preparation

### Essential Questions:

How have my interests, strengths, and limitations changed since I developed my *Personal Plan of Study*?

### Engagement (Hook):

Open the panel by saying something like: “If I had known then (1957) that I wouldn’t be able to buy a Ford Thunderbird on a teacher’s salary, I would have saved and invested more money.” Invite panel members to share their own “I wish I had known” experiences with the students.

## Procedures

Instructor Procedures:	Student Involvement:
<p>NOTE: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations OR they may choose to observe the remainder of the guidance lesson (with students’ “permission”). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes; and time for students to review/ rethink/ revise/ refine their individual <i>Personal Plan of Study</i>.</p>	
<ol style="list-style-type: none"> <li>1. Facilitate the panel discussion of community members. Panel members will communicate “things” they wish they had known prior to making their personal career choices (allot a maximum of 5 minutes for each person’s narrative).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will listen and formulate personal questions as the panel members share their “I wish I’d known” reflections.</li> </ol>
<ol style="list-style-type: none"> <li>2. Divide class into small groups. “Assign” a panel member to each group. In the small groups students will be able to enter into more personalized conversations with the panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or mis-information.</li> </ol>	<ol style="list-style-type: none"> <li>2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the lack of and/or mis-information one realizes after being in the chosen profession.</li> </ol>
<ol style="list-style-type: none"> <li>3. Distribute the students’ <i>Personal Plan of Study</i>, career interest inventories and results (if available), high school graduation requirements (most current Missouri Department of Elementary and Secondary</li> </ol>	<ol style="list-style-type: none"> <li>3. Students will review their <i>Personal Plan of Study</i> to remind themselves of the plan they developed in 8<sup>th</sup> grade.</li> </ol>

<p>Education and local Board of Education requirements for all students, listings of the minimum entrance requirements for a variety of post-secondary education and training options, including, but not limited to colleges/ universities/ technical schools and a planning form to guide those students seeking immediate. full-time post secondary employment.</p> <p>4. Consider students' privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students' review of their <i>Personal Plans of Study</i>.</p> <p>5. When students have had an opportunity to review and revise/refine their current plans; they will write a note to you explaining the changes they are making. As you review their revised/refined Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled Individual Planning sessions. Arrange for the copying of students' revised/refined <i>Personal Plan of Study</i> and return the copy to the student.</p>	<p>4. Students will use the information gained during the panel discussion; their completed (and tentative) Personal Plan of Study; their career interest inventory results (if available), the counselor-provided listing of minimum entrance requirements for a variety of colleges/ universities/ technical/proprietary schools or plan for immediate post-high school employment to help them review/ rethink/ refine/revise their Personal Plan of Study.</p> <p>5. Students will make changes to their plans as needed and will write a note to you (the counselor) explaining the changes.</p>
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### Teacher Follow-Up Activities

Encourage teachers to share what they wish they had known before starting their job as a teacher.

### Counselor reflection notes (completed after the lesson)

**Unit #4 Title:** Life-long Learning

**Lesson Title:** Completing Applications

**Lesson:** 2 of 4

**Grade Level:** 10

**Length of Lesson:** 55 to 70 minutes

**Missouri Comprehensive Guidance Standard:**

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Grade Level Expectation (GLE):**

CD.8.B.10.a.i: Apply knowledge of self to make informed decisions about post-secondary options.

**American School Counselor Association National Standard (ASCA):**

Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

**Materials (include activity sheets and/ or supporting resources)**

Materials/Special Preparations Required:

Application for post-secondary education/training institutions and programs and various employment opportunities for students to complete. Checklists to show comparisons of post-secondary education/training institutions to each other and full-time employment opportunities to each other.

**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 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 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)
	Mathematics	
	Social Studies	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.



	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 Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Students will successfully complete application forms and checklists. Each student will develop a "master" document which will include the kinds of personal information most applications require.

### Lesson Preparation

#### Essential Questions:

Does anyone really look at applications or are they just pulled out of a hat?

#### Engagement (Hook):

Activity: Show an application that has been poorly completed and ask "What would you do with this application if you were a decision-maker in the admissions office (educational and training programs) or the human resources office (employers)?"

### Procedures

Counselor Procedures:	Student Involvement:
1. Present students with copies of improperly completed applications.	1. Students will learn what things are inappropriate to do when completing applications and what to do to correct them.
2. Provide students a blank application form (for instructional purposes, use a form that is easy to complete). Section by section, instruct students on all aspects of filling out the sample application correctly.	2. Students complete each section of the application blank and ask clarifying questions.
3. Counselor will provide copies of three post-secondary institution applications and three employment applications for students to complete (strive for applications which are formatted in several ways.) Monitor	3. Students will review the information requested and independently complete the applications.

<p>students' completion of the applications and check for their understanding of the process</p>	
<p>4. Instruct students to study the application forms and list the personal information required on all forms. From this list students will compile a "master document" of the "generic" information requested.</p>	<p>4. Students will develop a "master document" and keep it in a readily accessible place (e.g. wallet).</p>
<p>5. The counselor does a final review of the activity.</p>	<p>5. Students review the activity with the counselor.</p>

## Teacher Follow-Up Activities

Teacher could arrange to have employees of colleges and/or businesses to class to discuss the application process and perform mock interviews with students.

**Counselor reflection notes (completed after the lesson)**

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<b>Unit #4 Title:</b> Life Long Learning	
<b>Lesson Title:</b> Get Set For College	<b>Lesson:</b> 3 of 3
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
<b>Grade Level Expectation (GLE):</b> CD.8.B.11.a.i: Apply research skills to obtain information on training and education requirements for post-secondary choices.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development: C. Students will understand the relationship between training and the world of work.	

**Materials (include activity sheets and/ or supporting resources)**

<p><b>College preparation materials such as ACT “Get Set For College” college planning booklet (available free of charge):</b>  <a href="http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf">http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf</a> for each student. (Consider having students download a copy before lesson)</p> <p>(NOTE: The ACT “Get Set For College” brochure: is used as an example because of its ready availability and thoroughness; however, its inclusion is not intended as an endorsement of the ACT. You are encouraged to explore other possibilities [or you may want to develop your own activity book])</p>
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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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o 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 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
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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 (such as biographies, newspapers, technical manuals) 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
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

#### **Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**

Completion of ranking checklist for college characteristics, completion of college comparison worksheet, completion of college expenses worksheet.

#### **Lesson Preparation**

##### **Essential Questions:**

What do I want to do with my life? What do I need to know to choose a post-secondary education?

##### **Engagement (Hook):**

On a map of Missouri, ask students to locate colleges that are of interest to them.

#### **Procedures**

##### **Counselor Procedures:**

Note: While this lesson may seem to exclude those who are not going to college – the strategies may be modified to include employment immediately after high school. Additionally, participating in the college planning process communicates the

##### **Student Involvement:**

<p>message that college is within everyone's reach ... if they plan and act!</p> <ol style="list-style-type: none"> <li>1. Instructor passes out "Get Set for College" college planning booklets to each student.</li> <li>2. Students are guided through the six steps to simplify college planning: <ol style="list-style-type: none"> <li>a. Know Yourself</li> <li>b. Consider College Characteristics</li> <li>c. List, Compare, Visit Colleges</li> <li>d. Apply for Admissions</li> <li>e. Develop a Plan to Pay for Your Education</li> <li>f. Review and Finalize Your Plans</li> </ol> </li> <li>3. Students are instructed to identify their NEXT step in college planning and to make a written plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will engage in reviewing "Get Set for College"</li> <li>2. Students work through each step.</li> <li>3. Students make a future plan.</li> </ol>
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### Teacher Follow-Up Activities

<p>Have students look up college of their choice in Peterson Guide or use a computer college program (e.g., US News &amp; World Report or Choices) and complete college comparison chart in the "Get Set for College" college planning booklet.</p>
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### Counselor reflection notes (completed after the lesson)

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**Unit #5 Title:** Getting a Job!

**Grade Level:** 9-11

***MUST READ--THIS IS A VERY IMPORTANT NOTE:*** The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12<sup>th</sup> Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12<sup>th</sup> grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

**Number of Lessons in Unit:** 4

**Time Required for Each Lesson:** 55-70 min

**Best time of year to implement this Unit:**

9<sup>th</sup> grade Career Portfolio lesson: Early in the academic year

10<sup>th</sup> grade Personal Code of Ethics and 11<sup>th</sup> grade Resume Interview: Anytime

**Lesson Titles:**

**Grade 9**

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career Portfolio for each student. This may be done within a computer program or created by the counselor.

**Grade 10**

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

Code of Ethics Worksheets

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath)—The ethical standards are (usually) available from the websites of professional organizations.

**Grade 11**

Lesson #3: The Resume Interview

Material/Special Preparations Required:

Resume Interview Worksheet

Resume Writer

Computer Lab

**Grade 12**

Unit 6: Ultimate Senior Project

*See Ultimate Career Development Experience For Seniors (Unit 6)*

**Missouri Comprehensive Guidance Standard:**

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation(s):**

CD.9.A.09.a.i: Identify situations which would compromise ethical habits in school or work situations.

CD.9.B.09.a.i: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community

CD.9.A.10.a.i: Identify the steps which can be used to resolve ethical issues related to school or work situations.

CD.9.B.10.a.i: Compare and contrast the post-secondary application process to the job application process.

CD.9.A.11.a.i: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.

CD.9.B.11.a.i: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities.

**American School Counselor Association National Standard (ASCA):**

Career Development

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.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and devaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Develop and apply strategies based on one's own experience in preventing or solving problems</li> </ol>

	2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. Speaking and writing standard English (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 of 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

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

Development of a resume

Completion of the Ultimate Senior Experience

**Brief Summary of Unit:**

Unit 5 addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.

**Unit Goals and Objectives:**

Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.

**Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit?**

Ability to use computers for research, to develop portfolios and resumes and to compose presentations



<b>Unit #5 Title:</b> Getting a Job!	
<b>Lesson Title:</b> Career Portfolio	<b>Lesson:</b> 1 of 3
<b>Grade Level:</b> 9	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying employment readiness skills and the skills for on the job success.	
<b>Grade Level Expectation (GLE):</b> CD.9.A.09.a.i: Identify situations which would compromise ethical habits in school or work situations. CD.9.B.09.a.i: Identify and refine the job seeking skills needed to apply for volunteer or part-time jobs in the community.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.	

**Materials (include activity sheets and/ or supporting resources)**

Career Portfolio format for each student. This may be within a computer program or a format created by the counselor.
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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.
	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.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

**Assessment should relate to the performance outcome for goals, objectives and GLE's.  
Assessment can be question answer, performance activity, etc.**

Students will create a list of materials needed for career portfolio and collect information on their lists. Students will personalize their portfolios by identifying and organizing the categories and their "filing/retrieval system" in a way that fits individual learning styles. (Students are more likely to use a system that fits their unique style than they are to use a system developed by someone who approaches organization with a different style.)

**Lesson Preparation****Essential Questions:**

**What is a Portfolio? What good is it?**

What should I put into my portfolio?

**Engagement (Hook):**

Show students an example of a portfolio or counselor's portfolio.

**Procedures****Counselor Procedures:**

1. Counselor shows his/her portfolio or an example of one.
2. Students are instructed to list items that they need to include in their career portfolio.  
A Limited List of Suggestions:
  - a. Personal Plan of Study
  - b. Personal Mission/ Worldview/ Philosophy Statement(s)
  - c. Evidence of Skill Development
  - d. Reflection papers
  - e. Post-Secondary Education Training Options
  - f. and there are many more ...
3. Students are instructed to design a "mechanism" for collecting AND organizing the information, e g., file box with dividers and folders; a cardboard box, loose-leaf binders for each subject.

**Student Involvement:**

1. Students observe the components of a portfolio.
2. Students will brainstorm a list of materials they need in their portfolio.
3. Students put a copy of their four-year plan in the portfolio and any other information they have already collected.

4. Students are instructed to continue to collect information for their portfolio as they continue through high school. Classroom guidance lessons will include processes and products that will be included; however, the portfolio is developed “By the Student—For the Student” and as such will require the students to think creatively about how best to represent herself or himself.	4. Students will keep their portfolio in a central location (home room or counselor’s office).
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**Teacher Follow-Up Activities**

Check with students and help them identify items to put into their portfolio as they continue through high school.

**Counselor reflection notes (completed after the lesson)**

<b>Unit #5 Title:</b> Getting a Job!	
<b>Lesson Title:</b> Personal Code of Ethics	<b>Lesson:</b> 2 of 3
<b>Grade Level:</b> 10	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying employment readiness skills and the skills for on the job success.	
<b>Grade Level Expectation (GLE):</b> CD.9.A.10.a.i: Identify the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.10.a.i: Compare and contrast the post-secondary application process to the job application process.	
<b>American School Counselor Association National Standard (ASCA):</b> Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.	

**Materials (include activity sheets and/ or supporting resources)**

School Discipline Policy (or other school policy documents that provide guidelines for student behavior. Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath)—The ethical standards are (usually) available from the websites of professional organizations. Personal Code of Ethics Activity Sheet
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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 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
	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)
	Mathematics	
	Social Studies	
	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		Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**

Students will develop a personal code of ethics and relate their personal code of ethics to school situations. Students will discuss steps they will take to resolve ethical issue at school and develop a personal plan to advocate for an ethical school culture.

**Lesson Preparation****Essential Questions:**

**What guides us when we don't know what to do in a difficult situation?**

How can ethical values keep us awake or help us sleep at night?

Is it important to have ethical values on the job? Why?

**Engagement (Hook):**

News clip about a business issue that led (or could lead to) unethical decision-making (e.g., Martha Stewart, Enron, super-sized campaign contributions, inflation of stock value)

**Procedures****Counselor Procedures:**

1. Discuss the Martha Stewart, Enron or another story about ethical practices in business. Provide students with copies of the standards/codes of ethical practice for a variety of professions – include occupations you or the students may not ordinarily think of as having a code of ethics, e.g., exterminators.
2. Discuss ethical issues as compared to legal issues.
3. Have students fill out the Personal Code of Ethics Activity Sheet.

**Student Involvement:**

1. Students will actively participate in the discussion.
2. Students will actively participate in the discussion. Give examples at school.
3. Create a personal code of ethics.

<p>4. Instruct students to break into small groups and list behaviors that are common on most students' lists, compare lists with school policy documents to determine similarities differences between students' list and policy document(s).</p> <p>5. Make a "public list" synthesizing the group lists into one class-agreed-upon list. Again, compare with school policy documents. Discuss commonalities listed on the board.</p> <p>6. In the same small groups, have students develop an advocacy plan for creating school policy that will promote an ethical school culture. Encourage the implementation of their advocacy plans.</p> <p>7. Facilitate a large group discussion about using the ethical codes in a step-by-step decision-making process to resolve ethical conflicts. In small groups, provide the same school-related ethical dilemma to each group for discussion. Each group will explain the considerations and steps leading to actions that would resolve the dilemma.</p> <p>8. Collect personal codes to put in each portfolio or have students place in portfolio.</p>	<p>4. A volunteer from each group will write the behaviors on the board.</p> <p>5. Students will develop a list of behaviors group members agree all students at their school should follow. They will then compare their group's list with policy documents and make a list of the standards of behavior that aren't included in the discipline policy.</p> <p>6. Students will develop an advocacy plan and describe it to the whole class.</p> <p>7. Students will list the steps their group would take to resolve the ethical problem.</p> <p>8. Students will place their Personal Code of Ethics in a prominent place in their portfolios.</p>
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### Teacher Follow-Up Activities

<p>Encourage teachers to have students write a paper discussing the steps they took to resolve an ethical issue in the past.</p> <p>Role-play an ethical conflict between 2 students and then 2 employees.</p>
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### Counselor reflection notes (completed after the lesson)

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### **Personal Code of Ethics Activity Sheet**

A Code of Ethics is an agreement among participants of a group on the norms that shall guide their behavior during the involvement in the group.

What character words are most important to you and what behaviors show that quality?

#### **Character Quality**

Creativity  
Empathy  
Citizenship  
Truthfulness  
Accountability  
Fairness  
Integrity  
Compassion  
Humor  
Loyalty  
Sincerity  
Tolerance  
Equality  
Forgiveness  
Purpose  
Friendship  
Imagination  
Honesty  
Self-discipline  
Justice  
Sharing  
Wisdom  
Assertiveness  
Responsibility  
Kindness  
Cooperation  
Restraint  
Perseverance  
Confidence  
Consideration

#### **Behavior**

**Code of Ethics of \_\_\_\_\_**

You may use words that are listed on the previous page to complete the following items:

A. My philosophy of being a student is:

B. I believe: The following are character qualities I must possess.

\_\_\_\_\_ ,

\_\_\_\_\_ ,

\_\_\_\_\_ ,

C. An individual's right to \_\_\_\_\_ , \_\_\_\_\_ ,  
and \_\_\_\_\_ is important.

D. I get support from \_\_\_\_\_

E. I believe: The following are character qualities all students must possess:

\_\_\_\_\_ ,

\_\_\_\_\_ ,

\_\_\_\_\_ ,

F. These are behaviors that will show that the above character qualities are valued:

\_\_\_\_\_ ,

\_\_\_\_\_ ,

\_\_\_\_\_ ,

G. The steps I should take when there is a problem with an ethical issue are

1.

2.

3.

4.

5.



**Unit #5 Title:** Getting a Job!

**Lesson Title:** The Resume Interview

**Lesson:** 3 of 3

**Grade Level:** 11

**Length of Lesson:** 55-70 minutes

**Missouri Comprehensive Guidance Standard:**

CD.9: Applying employment readiness skills and the skills for on the job success.

**Grade Level Expectation (GLE):**

CD.9.A.11.a.i: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.

CD.9.B.11.a.i: Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.

**American School Counselor Association National Standard (ASCA):**

Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

**Materials (include activity sheets and/ or supporting resources)**

Samples of resumes (strive to obtain actual resumes that attract and repel to use as examples [names omitted, of course])

Resume-writing template (available on-line or district may have a program in place)

Computer Lab

**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
	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)
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting		

### Lesson Assessment (acceptable evidence)

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
Students will complete functional and chronologic resumes.

### Lesson Preparation

#### Essential Questions:

**Resumes that attract – Resumes that repel ... What's the difference?**

What information do students' need? How can I help them become comfortable in the resume writing and interviewing.

#### Engagement (Hook):

Enter class with a folder full of resumes ... look at several and say "Attracts" and put aside or "Repels" and throw in trash.

### Procedures

Counselor Procedures:	Students' Involvement:
1. Ask students: What makes the difference between "Attract" and "Repel"? We're going to explore ways to develop resumes that attract the "paper you" to a potential employer. Counselor hands out sample resumes.	1. Students contribute ideas about criteria for ratings.
2. Have students get into groups of 3 or 4; tell them to review the sample resumes as if they were employers and group the resumes into "Attracts" or "Repels". When they have grouped the resumes, ask them to review each group to identify and list "Attract" and "Repel" characteristics.	2. Students will review the sample resumes, group them into "Attract" "Repel" stacks and develop a group list of reasons resumes were grouped as they were.
3. Instruct students to, then, list the "Attracts" characteristics they will include in a review checklist of their own resumes	3. Students, in groups, will make a list of "Attracts" criteria" to be developed into a checklist for their own resumes.
4. Introduce students to the elements of a "functional resume" and a "chronological resume"	4. Students will identify whether the sample resumes are "functional" or "chronological".

<p>5. Have students list activities they might include in a resume</p>	<p>5. Students list activities.</p>
<p>6. Students create a resume (either “functional” or “chronological”) from the list of activities.</p>	<p>6. Create resume.</p>
<p>7. Students share resumes with in pairs. Partner will assess resume and determine it to be “Attract” or “Repel” (based on criteria established in # 3 above).</p>	<p>7. Partners review and make suggestions for revision about their resumes.</p>
<p>8. Instruct students to review and reflect on partner’s comments, and rethink, revise/refine their resumes as appropriate..</p>	<p>8. Students’ revise/refine resumes as needed after rethinking based on partners comments.</p>

## Teacher Follow-Up Activities

Teacher could arrange mock interviews with employers and have the students present their resumes to them.

**Counselor reflection notes (completed after the lesson)**

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**THIS UNIT IS STILL UNDER CONSTRUCTION!**

**Note:** This is the culminating project for the high school Career Development Strand: CD7, CD8, and CD9. This unit is intended to be the summative evaluation for the high school Career Development Strand – It will be the way in which achievement of the 12<sup>th</sup> grade outcomes will be measured – have we done our jobs K-12 well enough that students will be able to become valued employees and employers?

**Unit #6 Title:** The Ultimate Career Development Experience for Seniors: **Grade Level:** 12  
Getting a Job!

**Lesson:** 1 of 1 (additional lessons will be developed during the Fall 2006 semester)

**Length of Lesson:** 55-70 minutes for the introduction to the Ultimate Experience

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education.

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success.

**Grade Level Expectations (12<sup>th</sup> grade outcomes):**

CD.7.A.12.a.i: Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.

CD.7.B.12.a.i: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.

CD.7.C.12.a.i: Respect all work as important, valuable and necessary in maintaining a global society.

CD.8.A.12.a.i: Utilize career and educational information in career decision-making.

CD.8.B.12.a.i: Know and understand the levels of training and education required for life career goals.

CD.9.A.12.a.i: Apply personal, ethical, and work habit skills that contribute to job success.

CD.9.B.12.a.i: Utilize appropriate job-seeking skills to obtain employment.

**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.

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.

**Materials (include activity sheets and/ or supporting resources)**

Classroom equipped with technology The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity
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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. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one's own experience in preventing or solving problems 2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 8. Assess costs, benefits and other consequences of proposed solutions

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 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 of 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
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### Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence)

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

Students will be assessed/evaluated by their ability to convey their understanding of career exploration and planning in the achievement of life career goals. The activity they produce will be evaluated/graded by counselor and/or teacher based on quality of presentation.

### Lesson Preparation

#### Essential Questions:

What benefits will the student and their younger peers gain as a result of their participation in this activity?

To what extent do seniors understand the use of marketing their agenda to others?

#### Engagement (Hook):

15 minutes of fame. Showcasing work to younger peers.

### Procedures

#### Counselor Procedures:

Counselor provides instructions for developing a creative media presentation-chronicling student's present career journey. Upon completion of the presentation, the senior students will showcase/ themselves by presenting their project to 9<sup>th</sup> grade students.

1. The presentation will be an individual and creative effort. It should be noted that while the counselor will support students as they develop their projects, the student will determine the form his or her presentation will take. Counselor will provide students with archived projects and work completed by student.
2. Counselor provides students with access to computers, media, and other resources needed to enhance student media projects.

#### Student Involvement:

1. Students have the opportunity of collaborating with others with the understanding that the final project will provide enough of the individual endeavor to validate that he or she has gained the competencies identified.
2. Students will design the project and work on project by using provided archived materials.

<p>3. Counselor will provide opportunities for shared learning.</p>	<p>3. Students will continue towards completion of their senior project by using computers and other media resources. Counselor, teachers and students will establish checkpoints and opportunities for formative evaluation of the project throughout the year. “Dress-rehearsal” for each student’s project will be the showing of the presentation to parents.</p>
<p>4. Counselor will assist students as they create their media presentations. Seniors are asked to present their presentation to 9<sup>th</sup> grade students.</p>	<p>4. Students will create a media presentation chronicling their present career journey and showcasing this presentation to 9<sup>th</sup> grade students.</p>

## Teacher Follow-Up Activities

Classroom teachers will be involved in the individual assessment process for each student. Classroom teachers will be encouraged to become involved throughout the development of the senior projects.

**Counselor reflection (included after the lesson)**

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**THIS UNIT IS STILL UNDER CONSTRUCTION!**

**Note:** This is the culminating project for the high school Career Development Strand: CG 7, 8, 9. This unit is intended to be the summative evaluation for the high school Career Development Strand – It will be the way in which achievement of the 12<sup>th</sup> grade outcomes will be measured – have we done our jobs K-12 well enough that students will be able to become valued employees and employers?

**Unit 6 Title:** The Ultimate Career Development Experience for Seniors: **Grade Level:** 12  
Getting a Job!

**Lesson:** 1 of 1 (additional lessons will be developed during the Fall 2006 semester)

**Length of Lesson:** 55-70 minutes for the introduction to the Ultimate Experience

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education.

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**Grade Level Expectations (12<sup>th</sup> grade outcomes):**

CD.7.A.12.a.i: Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.

CD.7.B.12.a.i: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.

CD.7.C.12.a.i: Respect all work as important, valuable and necessary in maintaining a global society.

CD.8.A.12.a.i: Utilize career and educational information in career decision-making.

CD.8.B.12.a.i: Know and understand the levels of training and education required for life career goals.

CD.9.A.12.a.i: Apply personal, ethical, and work habit skills that contribute to job success.

CD.9.B.12.a.i: Utilize appropriate job-seeking skills to obtain employment.

**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.

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.

**Materials (include activity sheets and/ or supporting resources)**

Classroom equipped with technology



The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity

**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 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one's own experience in preventing or solving problems 2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 8. Assess costs, benefits and other consequences of proposed solutions

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 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 of 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)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

### Lesson Assessment (acceptable evidence)

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**

**Assessment can be question answer, performance activity, etc.**

Students will be assessed/evaluated by their ability to convey their understanding of career exploration and planning in the achievement of life career goals. The activity they produce will be evaluated/graded by counselor and/or teacher based on quality of presentation.

### Lesson Preparation

#### Essential Questions:

What benefits will the student and their younger peers gain as a result of their participation in this activity?

To what extent do seniors understand the use of marketing their agenda to others?

#### Engagement (Hook):

15 minutes of fame. Showcasing work to younger peers.

### Procedures

#### Counselor Procedures:

Counselor provides instructions for developing a creative media presentation-chronicling student's present career journey. Upon completion of the presentation, the senior students will showcase/ themselves by presenting their project to 9<sup>th</sup> grade students.

1. The presentation will be an individual and creative effort. It should be noted that while the counselor will support students as they develop their projects, the student will determine the form his or her presentation will take. Counselor will provide students with archived projects and work completed by student.
2. Counselor provides students with access to computers, media, and other resources needed to enhance student media projects.
3. Counselor will provide opportunities for shared learning.

#### Student Involvement:

1. Students have the opportunity of collaborating with others with the understanding that the final project will provide enough of the individual endeavor to validate that he or she has gained the competencies identified.
2. Students will design the project and work on project by using provided archived materials.
3. Students will continue towards completion of their senior project by using computers and other media

<p>4. Counselor will assist students as they create their media presentations. Seniors are asked to present their presentation to 9<sup>th</sup> grade students.</p>	<p>resources. Counselor, teachers and students will establish checkpoints and opportunities for formative evaluation of the project throughout the year. “Dress-rehearsal” for each student’s project will be the showing of the presentation to parents.</p> <p>4. Students will create a media presentation chronicling their present career journey and showcasing this presentation to 9<sup>th</sup> grade students.</p>
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### **Teacher Follow-Up Activities**

Classroom teachers will be involved in the individual assessment process for each student. Classroom teachers will be encouraged to become involved throughout the development of the senior projects.

### **Counselor reflection (included after the lesson)**

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