

Unit #1 Title: Developing Awareness of Work and Workers

Lesson Title: These Are A Few of My Favorite and Not So Favorite Things To Do

Grade Level: K

Lesson: 1 of 4

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLS):

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

American School Counselor Association (ASCA) National Standard:

Career Development

C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

2 puppets of your choice

These Are a Few of My Favorite Things To Do Activity Sheet

“Sharing Circle” ball

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify at least two tasks they like to do at home and at school.
Students will identify at least two tasks they dislike at home and at school.

Lesson Formative Assessment (acceptable evidence):

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

Assessment can be question answer, performance activity, etc.

Students will demonstrate by completing *These Are a Few of My Favorite and Least Favorite Things To Do* Activity Sheet -- drawing a minimum of one of their favorite things and least favorite things at school and home.

Lesson Preparation**Essential Questions:**

Why do you have favorite things?
Why do you have least favorite things?

Engagement (Hook):

Puppet will perform a dialogue involving these questions. Is it important to have things you like to do? Why? Is it okay not to like every thing you do? Do you have favorite things you like to do at school and home? Do you have to do things at school and home that are not your favorite?

Procedures**Instructor Procedures/Instructional Strategies:**

1. Puppets will ask the students the questions listed in the hook. The puppets will follow with an energetic discussion of their favorite and least favorite things to do at school and at home.
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

Student Involvement/Instructional Activities:

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.

<p>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).</p> <p>4. Puppets will hand out a <i>These are a Few of My Favorite or Least Favorite Things To Do 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 <i>Sharing Circle Ball</i> 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</p>	<p>4. Students will draw one favorite and one least favorite activity to do at school and 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. As they pass the ball, alternating students will share one thing they like best, and while the others share what they like least. The other students will listen. If class is large, the counselor may divide the class into two groups to perform the activity.</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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to return.	
NOTE: Counselor may also choose to put the favorite things on the “front” side of the worksheet, and the least favorite things on the “back” side of the worksheet.	

Teacher Follow-Up Activities

Teacher may have students cut out pictures of people doing different activities for a class collage of differences and similarities in likes and dislikes (favorite or not so favorite) things.

Counselor reflection notes (completed after the lesson)

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My Favorite Things To Do...

Draw a picture of at least one of your favorite things.



at school...

My Least Favorite Things To Do...

Draw a picture of at least one of your least favorite things.



at school...



at home...



at home...