

**Unit #1 Title:** ME Revisited

**Lesson Title:** Goldilocks Revisited

**Lesson 1 of 2**

**Grade Level:** 2

**Length of Lesson:** 25-35 minutes

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.A.02.a.i: Express a variety of feelings

PS.1.C.02.a.i: Compare and contrast character traits needed for different situations.

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

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

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

A copy of the story of *Goldilocks and the Three Bears*.

Chart Paper

Markers

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

<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):

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:

1. After the introduction, counselor reads the story of Goldilocks or briefly summarizes the story.
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?
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.
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

#### Student Involvement:

1. Students listen.
2. Students move into cooperative groups.
3. Students listen to directions, and then work in small groups to formulate responses.
4. Students offer responses.

## Teacher Follow-Up Activities

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

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