

<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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