

Unit #1 Title: I Understand Me

Lesson Title: Keep Finding the Positive

Lesson 2 of 3

Grade Level: 5

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation (GLE):

PS.1.A.05.a.i: Demonstrate the personal characteristics to maintain a positive self concept

PS.1.C.05.a.i: Demonstrate personal characteristics of a contributing member of the school community.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

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

Materials (include activity sheets and/ or supporting resources)

Completed Self Concept Collages from Lesson #1, a set of index cards for each group that identifies and defines group roles (leader, presenter, recorder, encourager, timekeeper, & collector)

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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