Unit #1 Title: TEAMS: Together Everyone Assures My Success Grade Level: 6

Number of lessons in unit: 3 **Time required for each lesson:** 30 minutes

Best time of year to implement this unit: Fall, but could be any time.

Lesson Titles:

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

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.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.

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
 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 prev	ented or solved		
		problems.			
		3. Develop and apply strategies based on one's own experience	in preventing or		
		solving problems.			
Γ	X	Goal 4: make decisions and act as responsible members of society			
		3. Analyze the duties and responsibilities of individuals in socie	ties.		
		5. Develop, monitor, and revise plans of action to meet deadline	es 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 saf	Fety 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)

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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.