

I'LL DO MY SHARE

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching related MCGP Concepts.

Purpose: This 2-lesson activity helps students learn about their importance in their families. They learn that every family member has an important role and what is required to “keep a home going”. They identify the responsibilities/tasks required and what each family member, including children, must do on a day to day basis in order to achieve family goals. They gain a basic knowledge of the need for families to divide and share responsibilities—to balance their life roles.

Time: Two-30 minute lessons a week apart **Group Size:** whole class **Grade Level:** K-3

Lesson 1: Families/Responsibilities/Roles: *Students gather data about family responsibilities and who assumes those responsibilities. Students develop a fundamental understanding of work distribution at home.*

Materials: Drawing paper, crayons;

Lesson 2: Make a My Share Commitment: *Students explore their roles at home and ways in which they can help their own family have more time for fun activities. They commit to help in a specific way.*

Materials: Student Thinking Paper [My Commitment](#) to Do My Share to Help My Family Have More Free Time

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

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




Concept: PS.1.B. Balancing Life Roles

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg	PS.1.B/C	Unit: The Many Faces of Me	 
3rd Grade	PS.1.B	Unit: Who Am I?	 

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

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	CA6: Participating in...discussions....
X Mathematics	MA3: data analysis... (making a graph from data gathered)
X Social Studies	SS6: relationships of the individual and groups....
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

Lesson 1: To assess students' knowledge about home responsibilities, students demonstrate one responsibility/task someone must do to keep their homes "running." To assess students' ability to apply the idea that everyone contributes to maintaining a household, each student identifies an additional responsibility he or she will take at home during the coming week, draws a picture or writes about the additional responsibility and captions the writing and/or picture with a title, e.g., I help my family this week by ____.

Lesson 2: To assess understanding of reasons everyone must help "keep their homes running", each student identifies one reason during a SHOW-ME...SHOUT-OUT. To assess students' ability to demonstrate a long-term commitment to helping the family reach goals, each student commits to doing at least one "thing" to help the rest of the family have more time for fun (e.g., an added responsibility, doing assigned chores without being asked and without complaining/whining). Each student completes a contract binding him or her to action (Student Thinking Paper *My Commitment* [older students] or an illustrated contract [younger students]).

Lesson Preparation/Motivation

Essential Questions: What makes families "fun to live in"? Can children help a family have more time for fun together? Who is responsible for work-tasks at home?

Engagement (Hook): See individual lessons

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>PSC Note: Throughout these 2 lessons, observe systematically as students work. Be aware of and make note of students who choose not to participate in discussions, who appear unable to identify family responsibilities and/or the need for them to help in family (or classroom).</i></p> <p>LESSON 1: FAMILIES/RESPONSIBILITIES/ROLES Materials: Drawing paper, crayons;</p> <p><i>Hook:</i> Enter class with a calendar and a big "To-Do" list. Lament aloud about not having enough time to do...the laundry+++, go to school meetings, grocery shop, lesson plans, get snacks for soccer games AND do "fun things" with your family/friends. Ask who has an idea about finding more time to do some "fun things".</p> <p>1. Introduce this lesson and the next: Tell students that in the next two lessons they will learn what "I'll do my share!" means. Explain that in this lesson, they gather data about family responsibilities; in the second lesson, they learn how they can help their</p>	<p>Students: During these lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>LESSON 1: FAMILIES/RESPONSIBILITIES/ROLES</p> <p><i>Hook:</i> observe your school counselor's actions and words. Have you ever thought that you do not have enough time for fun?</p> <p>Volunteer suggestions about finding time for fun.</p> <p>1. Listen and think about the words "family responsibilities." Anticipate what you will be learning.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>families have more time for fun.</p> <p>Lead into a conversation about the responsibilities/ jobs/tasks required to maintain a family/household. <i>(Review and use the terms: column, row and data throughout the activity.)</i></p> <p>2. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...What jobs/tasks/responsibilities have to be done to keep your family going every day? On the board, begin a four (4) column table in which you will compile data; label the first column “Responsibilities”, list the responsibilities students identify.</p> <p>If students do not mention: earning money, yard work, cleaning, cooking, shopping, doing laundry, and taking care of pets, ask questions such as:</p> <ul style="list-style-type: none"> • “How did your milk get in the refrigerator?” • “How did your family get the money for the movie last weekend?” • “And how about the money to buy the gas to get you to soccer practice?” <p>3. When the column of responsibilities is long enough for students to know there are many, many tasks a family must do, label the second column “Whose Responsibility?” Ask students to tell which family member(s) is/are responsible for each task; write names (e.g., mother) in the second column next to individual responsibilities. Emphasize that it is ok to have more than one name by each responsibility—several people may share the same responsibility in a family.</p> <p>4. When second column is complete, label the third column “I do this.” Ask students to identify the responsibilities they assume at home (insert additional rows if students assume a responsibility that is not listed). Place tic marks in column 3 for each student who assumes specific responsibilities.</p> <p>5. When third column is complete, label the fourth column “I could do this”. Ask students to review the list and identify responsibilities they COULD assume. Place tic marks next to responsibilities students could assume.</p> <p>6. As the list of students’ responsibilities grows, lead into a conversation about responsibilities they like to do and think they can do well. Are they now doing those chores/responsibilities?</p>	<p>2. Participate in SHOW-ME...SHOUT-OUT: contribute ideas to the list of household responsibilities. Use full sentences and talk with ALL in the class—i.e., look at other students AND speak loudly and clearly enough for all to hear.</p> <p>3. Identify family members who are responsible for each task.</p> <p>4. Identify the responsibilities you assume NOW in your home.</p> <p>5. Identify the responsibilities you COULD assume.</p> <p>6. Identify the responsibilities you like and can do well; contribute to the conversation about you current responsibilities AND in what ways taking additional responsibility would help your families.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>ASSESSMENT: Content: Review content of lesson (household responsibilities) by asking students to: SHOW-ME...WITH ACTIONS...ALL-AT-ONCE: Demonstrate one responsibility someone in your family does to keep your home “running.”</p> <p>ASSESSMENT: Personalization of Content: Review conversation about responsibilities children in families can do to help. How would taking responsibility for more chores at home help their families have more fun together?</p> <p>Help students to choose an additional responsibility or two that they will do help at home this week.</p> <p>Depending upon developmental level, instruct students to draw a picture or write about the additional responsibilities. Caption the writing and/or picture with a title, e.g., I help my family this week by _____. This serves as a commitment to do it.</p> <p>Invite 2-3 students to tell the rest of the class what they will do to help their families have more time for fun this week.</p> <p>CLOSURE: Ask students to consider the question: <i>Can children help a family have more time for fun together?</i></p> <p>Pause and invite two (2) or three (3) students to give their opinions. Encourage the class to think about how they would answer that question about their own families.</p> <p>Remind students about their commitments to assume additional responsibilities between now and the next lesson.</p> <p>Collect drawings/writings.</p> <p><i>Review drawings/writings before the next lesson. Are the tasks/responsibilities identified realistic for age and ability? Identify those who expressed, what appear to be, grandiose OR “minimal” new responsibilities. If necessary, emphasize realistic goals during the next lesson.</i></p> <p>LESSON TWO: MAKE A MY SHARE COMMITMENT Take drawings/writings completed during last lesson to class; distribute during Step 1. Materials: Student Thinking Paper My Commitment to Do My Share to Help My Family Have More</p>	<p>ASSESSMENT: Content: Participate in SHOW-ME...WITH ACTIONS...ALL-AT-ONCE: Demonstrate a chore or job someone in your family has to do.</p> <p>ASSESSMENT: Personalization of Content: Contribute to conversation about responsibilities children can assume.</p> <p>Select an additional responsibility YOU can/will do to help your family.</p> <p>Follow you school counselor’s instructions about drawing a picture of yourself doing the extra task you will assume (or write a paragraph about what you will do).</p> <p>2-3 volunteers tell about the additional task and how doing more tasks will help EVERYONE in family have more time for fun.</p> <p>CLOSURE: Consider your answer to the question: <i>Can children...?</i></p> <p>Volunteer to publicly share your answers. If you do not volunteer, think about others’ answers and how their answers would work in your family.</p> <p>Between now and the next lesson, assume additional responsibilities; keep track of what you do to help your family.</p> <p>Give drawings/writings to your school counselor.</p> <p>LESSON TWO: MAKE A MY SHARE COMMITMENT Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p>

Professional School Counselor Procedures:	Student Involvement:
<p style="text-align: center;"><i>Free Time</i></p> <p><i>Hook:</i> As you enter class say something like: I think it must be magic! After we talked about the importance of everyone working to help his or her family have more time for fun, my children offered to help me do the dishes every night. What a help! We had time to play games together, go to the park and ride bikes! How about you and your families? Did doing your share help your family have more time for fun? What did your family do together?</p> <ol style="list-style-type: none"> As you return students' drawings/writings, provide general (no names or identifying information) group feedback about drawings/writings; link feedback to mutual benefit of everyone helping to maintain a household. <p>As students review their work, invite several students to tell about what it was like for them to contribute by completing additional responsibilities since the last lesson</p> <p>Ask students about the reaction of their family members when they assumed more responsibilities.</p> <ol style="list-style-type: none"> Extend discussion by asking: <i>What makes families "fun to live in"?</i> Write responses on board. Remind students of the many responsibilities parents have. Explain the importance of balancing life roles--"All work and no play..."Continue by reminding students of the question you asked at the end of the last lesson: <i>Can children help a family have more time for fun together?</i> Ask for their responses then ask: <i>How can/will you help your family have more time for fun together?</i> List ideas. <p>ASSESSMENT: Content: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...WHY is it important for everyone to assume responsibility for "keeping the family running"? What are the benefits? (e.g., sharing the load, gives everyone more leisure time, parents are not so tired). Write responses on board.</p> <p>Review the Step 2 list of ways to help family have more time for fun. Tell students they are to commit to doing their share to help the rest of the family have more time for fun (e.g., an added responsibility, doing assigned chores without being asked and without complaining/whining).</p> <p>Older Students: Distribute Student Thinking Paper</p>	<p><i>Hook:</i> Listen to your school counselor talk about how his or her family helped and what they did with the time saved. Volunteer to tell about your own doing-my-share actions.</p> <ol style="list-style-type: none"> Listen with pride to your school counselor's comments about the drawings/writings. <p>Review your work; volunteer to tell classmates about your experiences doing the additional task.</p> <p>Recall your family's reactions when you voluntarily assumed an additional responsibility at home; volunteer tell about family reactions.</p> <ol style="list-style-type: none"> Contribute to the list of things that make families fun. Respond to your school counselor's questions and add to the conversation regarding children's role in helping to balance the work so families have more time for fun. Spontaneously add to the list of ideas for helping families have more time for fun. <p>ASSESSMENT: Content: Participate in the SHOW-ME...SHOUT-OUT: Contribute one reason/benefit of everyone in a family working together to complete tasks.</p> <p>Look over the list of possible doing-my-share responsibilities. Identify (from list or think of a responsibility not on list) at least one new doing-my-share responsibility you are willing to commit to doing in your family.</p> <p>Older Students: Look over the thinking paper, <i>My</i></p>

Professional School Counselor Procedures:	Student Involvement:
<p><u><i>My Commitment...</i></u>); as a group and with your guidance each student completes a personal contract.</p> <p>Younger Students: Distribute drawing paper; instruct students to fold it into four (4) sections and follow your directions (draw a rectangle divided into four (4) sections on the board). Explain the word “contract” and tell students they will be “writing” a contract. Guide students through each section:</p> <ul style="list-style-type: none"> • Section 1: Draw a picture of one doing-my-share responsibility. • Section 2: Draw a picture (or use words) to tell when they will do their doing-my-share task. • Section 3: Draw a picture of what family will do to celebrate more time to have fun. • Section 4: Sign and date contract. Explain what it means to sign a contract. <p>All Students: Invite several volunteers to read one of their sentences or tell about one picture they drew.</p> <p>CLOSURE: Review family responsibilities and the importance of working as a team to get work completed so there is more time for fun together. Tell students to take their contracts home, talk with their parents or guardians about their plans and post the contracts where they will see them every day.</p>	<p><i>Commitment...</i>; follow-along as your school counselor explains each part...</p> <p>Younger Students: Follow your school counselor’s instructions.</p> <p>All Students: Volunteer to read one sentence</p> <p>CLOSURE: Students contribute to the review and agree to take their contracts home and discuss with the adults at home.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide the classroom teacher with an overview of this lesson and a copy of <i>My Commitment...</i> thinking paper (older students) or a sample of the younger students’ illustrated contract. (The teacher may want to use the data collected regarding responsibilities students’ home responsibilities as a mathematics graphing lesson.)</p> <p>Summarize Systematic Observations: Were there persistent misconceptions about the role of children in their families? Identify students who chose not to participate in discussions, who appeared unable to identify family responsibilities and/or were unable to understand the need for children to help in family (or classroom). Identify those who expressed, what appeared to be, grandiose OR “minimal” new responsibilities.</p> <p>Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of awareness (for example, is it evidenced in the classroom by “not doing-my-share” actions such as making a mess and expecting someone else to clean it up or leaving scraps of construction paper on floor because “I didn’t put them there” or not following classroom rules and taking everyone’s time while they wait for behavior to be corrected).</p> <p>Collaborate with Classroom Teacher: Plan appropriate interventions with classroom teacher. Interventions might include (and are not limited to) additional classroom guidance activities about doing-my-share, Responsive Services involvement (e.g., individual/group counseling or parental involvement).</p> <p>Encourage the classroom teacher to emphasize the concepts of family responsibility and helping each other balance life roles (i.e., have more time for leisure/fun activities). Apply the concept of balancing life roles to the class members as family and the classroom as home. Encourage students to do a little extra to help others, assuming responsibility for helping another person reach his or her goals and sharing the workload (e.g., picking up paper towels in the rest room even if someone else dropped them on the floor).</p>
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**MY COMMITMENT TO DO MY SHARE TO HELP MY FAMILY HAVE MORE
TIME FOR FUN TOGETHER**

I, _____, on this day _____ commit to
doing the following so that my family can have more time for fun together:

I will do this (days/times) _____

My family will know that I have kept my pledge when they see _____

If I do not keep my pledge here's what happens _____

My family will celebrate my contributions by _____

On _____ of every week, we will review this commitment to check my progress
and determine what, if any, changes need to be made.

Signed by _____ & _____ and _____
(parents/guardians) (me)

Date _____