

MAKING DECISIONS

Purpose: Students identify and discuss choices and beliefs (values) and how they relate to careers currently of interest to them. They have an opportunity to consider the importance of their values in making effective decisions in life.

Time Required for Lesson: 50 minutes

Grade: 8

Missouri Comprehensive Guidance

Strand: Personal and Social Development

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

Concept: PS.1.A. Self Concept

ASCA Standards: Personal Social Development

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

PS.B: Students will make decisions, set goals and take necessary action to achieve goals.

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 8 **Unit:** Color Your World **Concept:** PS1. A  

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,
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 5. Reason inductively from a set of specific facts and deductively from general premises
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	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	

Enduring Life Skill(s)

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

Lesson Assessment

Students identify, list, and discuss choices and beliefs (values) and relate to possible careers.

Lesson Preparation

Essential Questions: What is important to you?

Engagement (Hook): Using a purse put out things (money, pictures of friends and family, credit cards, etc.) that might be considered valuable. Hold up each item and ask students: What do you value in life?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Following “Hook”, discuss the meaning of “values” (see Counselor Sheet) and ask students to write down responses to question: What is important to you?	1. Students write things that are important to them; turn to a partner and identify one thing of importance.
2. Provide examples of important things: love, health, wealth, education, freedom, security etc.	2. Students comment and/or provide other examples.
3. Ask: Why do people feel the way they do?	3. Students provide and discuss responses.
4. Distribute student activity sheet “What is Important to Me? Guide students as they complete the activity sheet with the partner from Step 1. (Time may or may not permit the introduction/explaining of partner’s choices.)	4. Students work with partner from Step 1 and complete the activity sheet.
5. Ask for volunteers to share one item of importance from the activity sheet. Explain how the importance can be career related. For example: If health is important, then a career in nursing or a medical doctor could be explored. If education is important, a teaching career could be explored.	5. Volunteers share one item of importance from their lists.
Assessment: Ask students to select one item that is compatible with his or her ideals and relate it to an occupation or career. Write the item and the occupation at the bottom of the lists.	Assessment: Students select an item of importance and relate it to an occupation or career and write the item and the related occupation at the bottom of the lists.

Things of Value

Everything has some sort of value. In our country, we often think of money as a way of measuring worth. Something may be worth fifty cents, one hundred dollars, or one hundred thousand dollars. If we lived in India, the value of something may be determined by cattle.

We also place importance on things because they fill a need. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.

Many things of value cannot be seen or measured. Honesty is one of those. If you are honest and if you want others around you to be honest, then honesty is something you value. Things of value change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Our things of value are often different from those of our friends. This may cause conflict and you may have to make choices. For example, your friends may ask you to do something that you don't like to do or something that your parents do not approve. You will have to decide if you should be loyal to your friends or do what you feel is right. When things you value conflict with your friends, how do you decide what to do? The following activity will help you identify what is important to you.

What is Important to Me?

Name _____ Date _____

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

With a partner, read the following lists of words. Be sure that each of you understands each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions; just understand them.

Select the three important items that you think would make the world a better place. Mark them with an "M" for "me." Then tell your partner why you chose these. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with a "P" for "partner." When you have discussed choices, you will introduce your partner by name to the class and explain your two or three of your partner's choices to the class (time permitting).

- | | | | |
|----------------------|------------------|------------------------|---------------------|
| ___ religion | ___ love | ___ wisdom | ___ skill/talent |
| ___ safety | ___ loyalty | ___ children | ___ practicality |
| ___ democracy | ___ conformity | ___ financial | ___ opportunity to |
| ___ family stability | ___ money | ___ success | work for a living |
| ___ education | ___ extravagance | ___ true friends | ___ morality |
| ___ shelter | ___ leisure | ___ long life | ___ power |
| ___ physical | ___ good grades | ___ saving for | ___ knowledge |
| ___ respect for | ___ maturity | future | ___ achievement |
| authority | ___ a good | ___ individual liberty | ___ recognition |
| ___ appearance | environment | ___ personal growth | ___ autonomy |
| ___ honesty | ___ altruism | ___ wealth | ___ individuality |
| ___ health | ___ equality of | development | ___ emotional well- |
| ___ tradition | choice | ___ obedience | being |
| ___ justice | ___ freedom | ___ initiative | ___ aesthetics |
| ___ change | ___ dignity and | ___ social | ___ pleasure |
| ___ economy | worth of | organizations | |
| | individual | ___ adequate | |
| | | clothing | |
| | | ___ happy marriage | |

Take this activity home and have one of your parent(s)/guardian(s) mark an "X" next to those they feel are most important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

WHAT DO I VALUE?

Purpose: This lesson supports students' exploration of what they value in order to make effective decisions in life.

Time Required for Lesson: 50 minutes

Grade Level: 7

Missouri Comprehensive Guidance Strand: Personal and Social Development

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

Concept: PS.1.A. Self Concept

ASCA Standards:



Personal/Social Development

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

B Students will make decisions, set goals and take necessary action to achieve goals.

Materials: *Things of Value* counselor sheet; *What is important to me?* activity sheet; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 7	Unit: <u>The Balancing Act</u>	Concept: PS 1.A.	 
----------------	---------------------------------------	-------------------------	---

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 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 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 safety 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)
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	

Enduring Life Skill(s)

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

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

Completion of “What is important to Me”? Ease with which students communicate with others.

Lesson Preparation

Essential Questions: Why do people think differently?

Engagement (Hook): Does what you think matter? To whom does it matter? Why?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Reads the “Things of Value”: worksheet to the class 2. Distribute the “What is Important to Me?” activity sheet and read the introductory paragraphs together. 3. Ask students to find a partner and follow instructions on the worksheet. 4. Have students work with partners to complete worksheets and share ideas with each other 5. Ask students to take worksheet home and engage parents in this process 	<ol style="list-style-type: none"> 1. Students listen and reflect 2. Students follow along as introduction is read. 3. Students find partners 4. Work in pairs to complete and discuss worksheets, then share each other’s ideas with the class. 5. Discuss similarities and differences and what students deem important to them.

THINGS OF VALUE

Everything has some sort of value. In our country, we often think of money as a way of measuring worth. Something may be worth fifty cent, one hundred dollars, or one hundred thousand dollars. If we lived in India, the value of something may be determined by cattle.

We also place importance on things because they fill a need. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.

Many things of value cannot be seen or measured. Honesty is one of those. If you are honest and if you want others around you to be honest, then honesty is something you value. Things of value change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Our things of value are often different from those of our friends. This may cause conflict and you may have to make choices. For example, your friends may ask you to do something that you don't like to do or something that your parents do not approve. You will have to decide if you should be loyal to your friends or do what you feel is right. When things you value conflict with your friends, how do you decide what to do? The following activity will help you identify what is important to you.

WHAT IS IMPORTANT TO ME?

Name _____ Date _____

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

With a partner, read the following lists of words. Be sure that you understand each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions; just understand them.

1. Select three ideas that you think would make the world a better place. Mark them with a "WM" for "World-Me." Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with a "WP" for "World-Partner."
2. Go back through the list and identify 10 ideas that are important to you as an individual in everyday life. Mark those with "ED-M" for Every Day-Me. Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with an "ED-P" for "Every Day-Partner."
3. When each of you has discussed your choices, join 3 other pairs and introduce your partners by name to the group; explain of your partner's choices for the world and 3 of your partner's personal choices to the class.
4. Contribute to class conversation by volunteering to tell about ideas you and your partner have in common and those which are different. Listen for similarities and differences in others' ideas.

___ religion	___ safety	___ democracy	___ family stability
___ education	___ shelter	___ physical appearance	___ skill/talent
___ respect for others	___ dignity and worth	___ honesty	___ health
___ tradition	___ freedom	___ justice	___ change
___ economy	___ love	___ maturity	___ loyalty
___ conformity	___ money	___ extravagance	___ leisure
___ good grades	___ altruism	___ environment	___ practicality
___ a good job	___ recognition	___ individuality	___ aesthetics
___ equality of choice	___ autonomy	___ pleasure	___ achievement
___ wisdom	___ morality	___ knowledge	___ power
___ children	___ social equity	___ financial success	___ true friends
___ long life	___ community work	___ saving for future	___ faith
___ individual liberty	___ personal growth	___ diverse friends	___ happy marriage
___ obedience	___ initiative	___ social organizations	___ adequate clothing
___ wealth	___ charity/service to	___ emotional well-	___ opportunity to work
___ development	___ others	___ being	___ for a living

Take this activity home and have one of your at-home-adults mark an "X" next to those he or she thinks are most important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

IN MY OWN WORDS

Purpose: This lesson enhances individual development by helping each student to become more comfortable with his or her communication skills.

Time Required for Lesson: 50 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Personal and Social Development (PS)

Big Idea: PS 2 Interacting With Others in Ways that Respect Individual and group Differences

Concept: PS.2.A. Quality relationships.

ASCA Standards: Personal/Social Development

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

B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials: Pens or pencils; "Wish List" worksheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-8 **Unit:** What Do Skills Have to Do With It? **Big Idea:** PS 2. A



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

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms 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.
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving 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	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	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Performance activity, question/answer, and discussion as built into the lesson.

Lesson Preparation

Essential Questions: How comfortable are you communicating with others?

Engagement (Hook): I understood you to say....

Procedures

Professional School Counselor Procedures:	Student Involvement:
1. Photocopy and cut the “Wish List” counselor sheet into individual strips.	1. N/A
2. Place strips into a bag or box labeled “Wishes.”	2. N/A
3. Have students sit in a circle or another comfortable format.	3. Students find a place to sit within the chosen format.
4. The question is asked, “Do you find it hard or difficult to tell others how you feel?”	4. Students respond to the question and note similarities and differences.
5. Ask students to draw one wish without looking at what it is.	5. Students draw one wish without looking at it.
6. Students are asked to complete his or her wish statement.	6. Students complete his or her wish statement.
7. Discuss the experience and have students share his or her feelings.	7. Students discuss and share their feelings.

Wish List

<i>If I had two million dollars, I would...</i>	<i>If I were President of the United States, I would...</i>
<i>If I were an astronaut, I would...</i>	<i>If I could have a huge party, I would...</i>
<i>If I lived in Hawaii, I would...</i>	<i>If I had a 1,000 acre horse ranch, I would..</i>
<i>If I were a teacher, I would...</i>	<i>If I could program all TV, I would...</i>
<i>If I could fly, I would...</i>	<i>If I had season tickets to any sport, I would.</i>
<i>If I could speak all languages, I would...</i>	<i>If I owned a department store, I would...</i>
<i>If I were a rock star, I would...</i>	<i>If I could change my appearance, I would...</i>
<i>If I could compete in the Olympics, I would...</i>	<i>If I had control over the weather, I would...</i>
<i>If I could read people's minds, I would...</i>	<i>If I were the other gender, I would...</i>
<i>If I could clone people, I would...</i>	<i>If I could have any career, I would...</i>
<i>If I were a world-class surgeon I would...</i>	<i>If I could go anywhere, I would...</i>
<i>If I were a fashion model, I would...</i>	<i>If I could live for as long as I like, I would..</i>

GETTING ALONG WITH SIBLINGS

Purpose: This lesson helps students understand how to improve relations with siblings

Time Required for Lesson: 40 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Personal and Social Development (PS)

Big Idea: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Concept: PS.2.A. Quality relationships



ASCA Standards

Personal/Social Development

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

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-8	Unit <u>What Do Skills Have to Do with It?</u>	Concept: PS 2.A		
------------------	---	------------------------	---	---

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 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 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety 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)
X	Communication Arts	1. Speaking and writing standard English
	Mathematics	
X	Social Studies	6. Relationship of individual and groups to institutions/cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

Each student shares one way to avoid solve and/or avoid conflict with siblings.

Lesson Preparation

Essential Questions: How do you respond to those with whom you disagree?

Engagement (Hook): Ask: Do you meet others half-way? Do you practice meeting your siblings half-way?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none">1. Ask students to share problems they experience getting along with siblings and/or others. List those problems on the board.2. Ask students to select one problem listed on the board and write a short paragraph that suggests ways to resolve the problem.3. Encourage students to share their paragraphs and discuss suggested ways to solve problems.4. Ask for volunteer to engage in role play with suggested problems and discuss ways to resolve problems	<ol style="list-style-type: none">1. Students share problems they experience getting along with siblings and/or others.2. Students select a problem and write a short paragraph suggesting ways to resolve conflict.3. Students volunteer to share their written statement and discuss suggested ways to resolve a problem.4. Students volunteer to engage in role play and discuss ways to resolve a problem.

BELIEVING IN ME

Purpose: Through effective goal-setting, students learn to plan ahead for personal success and develop self-confidence.

Time Required for Lesson: 30 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS 2 Interacting with Others in Ways That Respect Individual and Group Differences

Concept: B. Respect for Self and Others

ASCA Standards: Personal/Social Development

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

B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials: Pens/Pencils; *My Life Goals* activity sheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-7 **Unit:** Respect: What It Means To You (&Me) **Concept** PS 2. B



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 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 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 safety 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)

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	

Enduring Life Skill(s)

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

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

Students write three short-term goals and three long-term goals for the semester and/or year. Students explain how planning ahead can be an advantage and improve confidence.

Lesson Preparation

Essential Questions: Why is setting goals important? What are disadvantages of not setting goals?

Engagement (Hook): What immediate goals do you have? What future goals do you have?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. List activities (include setting goals) that build confidence in people on the board and discuss. 2. List components of goal setting (planning ahead, setting attainable goals, and reaching short-term and long-term goals) on the board and discuss. 3. Distribute and ask students to complete “My Life Goals” activity sheet. Discuss how short and long-term goals and how they can foster building confidence. 	<ol style="list-style-type: none"> 1. Students engage in discussion and suggest other things that build confidence. 2. Students listen and discuss the components and give personal examples. 3. Students complete worksheet and share at least two short-term and two long-term goals.

THE PRESENT: SHORT-TERM GOALS

I Plan to:

1. _____
2. _____
3. _____
4. _____
5. _____

The Future: Long-term goals

I plan to:

1. _____
2. _____
3. _____
4. _____
5. _____

COMMUNICATION—BRIDGE TO A BETTER UNDERSTANDING

Purpose: This lesson provides students with basic communication skill of “I” messages and encourages them to replace “You” messages with “I” messages when communicating with adults (e.g., parents, guardians, teachers or work supervisors).

Time Required for Lesson: 50 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS 2: Interacting With Others in Ways That Respect Individual and Group Differences

Concept: B. Respect for self and others.

ASCA Standards

Personal/Social Development

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

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-8	Unit: <u>What It Means to You (& Me)</u>	Concept: PS 2.B		
------------------	---	------------------------	--	--

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 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 2. Review and revise communications to improve accuracy and clarity 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 prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

Observation of students engaged in role play. Students provide a verbal discussion of one way he or she successfully communicates with others

Lesson Preparation

Essential Questions: What does the word “communication” mean to you?

Engagement (Hook): You’re speaking, but are you listening to parents, guardians, or authority figures this week?

Procedures

Professional School Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> Say: Raise your hand if you had difficulty communicating with an adult or adults (e.g., parents, guardians, teachers or work supervisors) this week. Ask students to identify situations involving a block in communication. Caution students describe situation objectively without assigning blame. List situations on the board. 	<ol style="list-style-type: none"> Students raise hands to acknowledge difficulty communicating with adults this week. Students provide instance of communication problems and discuss reasons for them

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
3. Encourage students to determine essential ingredients for good communication. Emphasize the difference between “I” and “you” statements. Read the following statements: a) “you never do anything I tell you to do. You are so irresponsible,” b) “Matt, I get really frustrated when you don’t do what I ask.”	3. Students discuss how awareness of “I” and “You” statements contribute to better communication.
4. Select a situation previously suggested by a student. Ask volunteer students to role-play the situation using “I” and “You” statements.	4. Students volunteer for role playing.
5. Summarize observations and ask for feedback from group members regarding the success (or lack of success) of their communication during role plays.	5. Students contribute to discussion about their role-playing situations and how “I” and “You” statements contributed to successful communication.

TURNING OFF THE HEAT

Purpose: This lesson teaches student how to diffuse conflict situations through the use of “I” messages as a way to understand the conflict and find solutions.

Time Required for Lesson: 30 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS. 2 Interacting with Others in Ways That Respect Individual and Group Differences

Concept: PS.2.C. Coping Skills

ASCA Standards: Personal/Social Development

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

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

(Grade 6-8) Conflict Resolution: I Am Part of the Solution! Concepts: PS 2.3 C  

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problem 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop/apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 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	

Enduring Life Skill(s)

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

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

Students will list three ways to remove themselves from conflict

Lesson Preparation

Essential Questions: What skills do we have to avoid conflict?

Engagement (Hook): Are you willing to “turn off the heat?”

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Explain the role of leadership or peacemaker in solving a conflict. Someone has to exercise leadership and “turn off the heat.”	1. Students listen description of “turn off the heat”
2. Ask students to share their experiences as leaders or peacemakers in “turning off the heat” with siblings and/or peers	2. Students share and discuss personal experiences in “turning off the heat”
3. Describe the word “diffuse.” List the components of the diffusing technique: a) using empathy, b) giving “I” messages, c) saying “no” to the conflict, d) giving a new idea or alternate possible solutions.	3. Students listen and ask questions regarding the word “diffuse.”
4. Define empathy as the ability to convey an understanding of another’s feelings. Ask why it is important to be able to convey this knowledge. Suggest that it helps when a person feels understood and opens communications.	4. Students respond and discuss empathy and why it is important
5. Explain that an “I” message is a way to tell how you feel about something in a way that is clear and personal. Demonstrate an “I” message; ask students to volunteer give an “I” messages. Ask why “I” messages may be more effective than “you” messages.	5. Student volunteer examples of “I” messages and discuss why “I” messages are more important than “you” messages.
6. Give examples of how to say “no” in a conflict: a) change the subject b) use humor, 3) ignore d) return the challenge (put the person’s argument back on them) e) make an excuse. Give examples of each and elicit other samples from the class.	6. Students provide other examples of using “no” in a conflict and discuss the importance of “no” in diffusing conflict.
7. Explain that when a person uses empathy, gives “I” messages, and suggests that a compromise be reached, it puts the burden on the other person to also become reasonable.	7. Students apply the diffuse technique to past or potential conflicts and discuss the importance of the technique.

EXPECT THE UNEXPECTED

Purpose: This lesson helps students clarify expectations of varying situations; students are provided an opportunity to prepare for meeting expectations in high school.

Time Required for Lesson: 30 minutes

Grade Level: 8

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD5 Applying the Skills of Transitioning Between Educational Levels.

Concept: AD.5.A. Transitions

ASCA Standards: Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 8 Unit: Moving On...Transitioning to the High School **Concept:** AD 5.A



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

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 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
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Participating in formal and informal presentation and discussion 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	

Enduring Life Skill(s)

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

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

Students write two expectations and how they plan to address each.

Lesson Preparation

Essential Questions: What will be expected of you in high school? How will you go about meeting those expectations?

Engagement (Hook): Preparing for the unexpected. What roles do expectations play in our lives.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Discuss with students the role expectations play in our lives. Indicate that expectations are always present and come from ourselves or others. Use family expectations as an example for discussion	1. Students listen and discuss past or current expectations.
2. Ask students: How do you respond to expectations?	2. Students share and discuss how they respond to expectations.
3. Have students make a list of expectations for high school. Include expectations from parents, teachers, friends, and themselves.	3. Students make a list of expectations for high school and include those expectations from parents, teachers, friends, and themselves. Students discuss feelings of meeting the expectations.
4. Ask the following: a) which expectations will be the most difficult to meet? Why? b) Which expectations do you look forward to meeting? Why?	4. Students respond to questions and engage in discussion

TRANSITIONING FROM MIDDLE SCHOOL TO HIGH SCHOOL

Purpose: These two lessons help alleviate some of the anxiety MS/JH students experience as they prepare to make transition into high school. Students' questions are submitted anonymously for high school students to answer.

Time Required for Lesson: Two 50 minute sessions **Grade Level:** 8

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD.4: Applying Skills Needed for Educational Achievement

Concept: AD.4.A. Transitions

ASCA Standards:

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: A medium-sized box, High school students for a panel

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 8 Unit: **The Successful Student** **Concept:** AD 4.A  

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 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms for analysis or presentation 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 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity. 3. Exchange information, questions information and ideas while recognizing the perspective of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the work place. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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

Academic Content Area(s)	Specific Skill(s)
Communication Arts	Goal 1: Gather, analyze and apply information and ideas Writing, evaluating information, discussion
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students write two to three questions they have about high school and observation of student engagement in the panel discussion

Lesson Preparation

Essential Questions: How do people handle transitions? What questions are helpful in making transitions?

Engagement (Hook): Have high school students enter the room and ask the following question: Can these students help you with your move from middle to high school?

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>Session I</p> <ol style="list-style-type: none"> 1. Explain that students entering high school could have questions regarding the transition. Have students write two to three questions they might have regarding the transition from middle school to high school. 2. Ask students to place their questions in a box <p>Session II</p> <ol style="list-style-type: none"> 3. Introduce a high school panel with three to four high school students. Have high school students to draw questions from the box and provide answers based upon his or her experiences. 	<ol style="list-style-type: none"> 1. Students write two to three regarding transition from middle to high school 2. Students place questions in the box 3. Students listen and ask questions for clarification.

DO I HAVE HOMEWORK?

Purpose: In this lesson, students learn a method they can use to remember homework assignments and test dates.

Time Required for Lesson: 30 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: 4. Applying Skills Needed for Educational Achievement

Concept: AD.4.B. Self-management for educational achievement

ASCA Standards: Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: Index cards; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-8 **Unit:** The Successful Student **Concept:** AD 4. B.  

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

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 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
X	Goal 3: recognize and solve problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). 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	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students write information regarding homework assignments or test dates on index cards.

Lesson Preparation

Essential Questions: What is the significance of completing homework assignments? How is homework assignments beneficial academic achievement?

Engagement (Hook): Homework! A chore or a necessity?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Distribute an index card to each student. Demonstrate a sample completed homework index card on the board or smart board. 2. Ask students to write the following information on an index card: a) the date in the upper right hand corner, b) class period on the left side of the card, c) assignments or test dates next to each class, d) and textbooks or folders that need to be taken home. 3. Instruct students to fold the card and carry it in a purse, pocket, or backpack 4. Suggest to students that at the end of the day, they should stand in front of their locker and mentally review the day, period by period, using the index card. After obtaining materials from their locker, students should put the index card back in place so that they can refer to it when starting homework. 	<ol style="list-style-type: none"> 1. Students receive an index card. 2. Students write the information on the index card. 3. Students listen and at the appropriate time place the completed index card in a purse, pocket, or backpack. 4. At the end of the day, students stand in front of their locker and mentally review the day, period by period, using the index card. After obtaining materials from their locker, students should put the index card back in place so that they can refer to it when starting homework.

ORGANIZING FOR SUCCESS

Purpose: Students learn how to organize a portable desk or supplies in order to prevent confusion and become more focused on the task at hand.

Time Required for Lesson: 20 minutes

Grade Level: 7-8

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: 4. Applying Skills Needed for Educational Achievement

Concept: AD.4.B. Self-management for educational achievement

ASCA Standards: Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: Paper, Pencils/pens, Notebooks, Rulers, File Folder Boxes

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 7-8

Unit: The Successful Student

Concept: AD 4. B .



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

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 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
X	Goal 3: recognize and solve problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Writing formally...and informally.... Participating in formal/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	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students make his or her portable desks with available materials and add additional at home.

Lesson Preparation

Essential Questions: How can you contribute to your success? Why is it important to organized tools for achieving success?

Engagement (Hook): Ask students: How many of you organize for success? Explain to student the benefits of organizing for success.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Prior to class, fill an empty file folder with loose-leaf paper, pens, pencils, a ruler, a pocket dictionary, and a notebook.	1. N/A
2. Instruct students that in order to save time in settling down to do homework, they can keep materials used to complete homework together in a portable desk. Demonstrate the file folder box and its contents. Explain that this box should be kept on a closet shelf, so that little brothers and sisters cannot get into it. Have some materials on hand for students to make portable desk.	2. Students listen and observe. Students use available materials to make portable desks.
3. Tell students that picking up the portable desk could be the first signal for them to start their homework. Remind students that all textbook and file folders taken home each day from school should be placed in the same area each day after arriving home. This area should be close to the portable desk.	3. Students take all textbooks and file folders home each day and place them next the area of his or her portable desk.
4. Explain to students the importance of choosing a study area with little distractions so that work can be accomplished effectively. Have students share and discuss areas they think they can study with little distractions.	4. Students share and discuss areas they think they can study with little distractions.
5. Explain that upon completion of their homework, portable desk should be put away and school materials should be stacked in the same place. Suggest that students write assignments in their note books and check off each assignment as it is completed.	5. Students listen and consider putting portable desk and school materials in the same place. Students use notebooks to check off completed assignments.

USING YOUR TIME WISELY

Purpose: This lesson helps students gain a better understanding of how they currently spend their time so they can budget it to maximize their chance of success.

Time Required for Lesson: 30 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD 4 Applying Skills Needed for Educational Achievement

Concept: AD.4.B. Self-management for educational achievement

ASCA Standards: Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: "How Do I Spend My Time?" Activity sheet; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-7

Unit: The Successful Student

Concept: AD 4. B



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. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 8. Organize data, information, and ideas into useful forms for analysis or presentation. 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 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require coordinated effort and work with others to complete those tasks.

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students complete “How Do I Spend My Time” activity sheet and discuss answers to the last three questions.

Lesson Preparation

Essential Questions: Why is it important to value your time?

Engagement (Hook): Have students look at the face of a clock. Explain that time is an important commodity. Give examples.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Ask students what they think the saying, “Time waits for no one” means. 2. Suggest that it means that time passes and we cannot control that passage. Even though there are just 24 hours in a day and 168 hours in a week, we can learn to organize ourselves and make better use of those hours. Welcome comments. 3. Ask students how people decide to spend their days. Explain that there are many things we must do and we allot time for those things. On the other hand, there are many hours of unplanned and unscheduled time that we may have to ourselves. 4. Distribute the “How Do I Spend My Time?” activity sheet. Ask students to fill in a typical day of activities. They may add to the existing categories if needed. 5. Ask students to share responses. Point out similarities and differences in students’ days. Be certain to discuss the responses to the questions at the bottom of the questionnaire. 	<ol style="list-style-type: none"> 1. Students give suggests for the meaning, “Time waits for no one” means. 2. Students listen and comment on suggestions 3. Students suggest how people decide to spend their days. 4. Students receive activity sheet and fill in a typical day of activities adding existing categories if needed. 5. Students share and discuss responses, noting similarities and differences in their peer’s day. Students share, compare, and discuss the last three questions on the questionnaire.

DO I SPEND MY TIME WISELY?

This activity sheet will show you how you spend your time on an average day. Remember, a day starts at midnight, and ends just before the next midnight. Your day should add up to 24 hours. Be sure to answer the questions at the bottom of the page, and be ready to share!

<i>Activity</i>	<i>Hours spent</i>
<i>Sleeping/napping</i>	
<i>Eating/snacking</i>	
<i>At school, in classes</i>	
<i>After school, clubs, etc.</i>	
<i>Jobs or responsibilities</i>	
<i>Home responsibilities</i>	
<i>Recreation</i>	
<i>Watching TV</i>	
<i>Talking on the telephone and/or texting, computer</i>	
<i>Visiting friends</i>	
<i>Homework/studying/practicing</i>	

I spend most of my time _____

I spend less time _____ *than I should because* _____

My biggest "time-waster" is _____

If I could, I would spend more time _____

_____ *and less time* _____

BEYOND ACADEMICS

Purpose: Students learn about the benefits of participating in extracurricular activities.

Time Required for Lesson: 30 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD 6: Developing and Monitoring Personal Educational Plans

Concept: AD.6.A. Educational Planning for Lifelong Learning

ASCA Standard: Academic Development

B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-7

Unit: My Path to Success

Concept: AD 6.A.



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

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 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
X	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)

Specific Skill(s)

	Communication Arts	
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

Students suggest two extracurricular activities that he or she plans to participate or is interested in.

Lesson Preparation

Essential Questions: What is the importance of extracurricular involvement?

Engagement (Hook): Have two scales and place a strip of paper with “Academics” and “Extracurricular Activities” written on them. Place a strip on each scale. Ask: Is there is more to school than academics!

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Explain the benefits of student involvement in extracurricular activities. Student can be positive contributors to the school environment	1. Students share and discuss involvement in extracurricular activities
2. Make three columns on the board “Interests,” “Activities,” and “Suggestions.”	2. Students observe
3. Ask students to share things they like to do or would like to do in his or her spare time. Provide examples, playing sports, listening to music, going to movies, fixing things, etc. List suggestions under “Interest”	3. Students share various interest
4. Ask student to list all the extracurricular activities available at your school.	4. List extracurricular activities suggested by students on the board under the “Activities” column. Discuss those activities for student involvement or potential involvement
5. Ask students to suggest activities of interest that are not available at their school. Place those activities under “Suggestion.” Take a poll of how many students are interested in the activities and provide a numerical value for each.	5. Students suggest activities of interest that are not available at his or her school. Students vote on activities they would like to see available.
6. Explain that if many students are interested in a suggested activity, those students should approach school staff members who might be able to help.	6. Students speak to staff regarding possible activities that are not currently available at his or her school.

PLANNING FOR SUCCESS

Purpose: Students explore careers and/or occupations in preparation for making Personal Educational Plans.

Time Required for Lesson: 50 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD.6: Developing and Monitoring Personal Educational Plans

Concept: AD.6.A. Educational Planning for Lifelong Learning

ASCA Standards:

Academic Development

B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials: Access to the school's library or computer lab; Paper; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-8

Unit: Planning for Life

Concept: AD6. A



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

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and 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 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students researched one occupations or career interest. Write a paragraph the summarize their findings

Lesson Preparation

Essential Questions: What can we do to prepare for a career or occupation?

Engagement (Hook): A pattern of a 'fork in the road' is placed on the floor. Stand at the fork and ask the following: You come to a fork in the road, which path do you take?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none">1. Take students to the library or computer lab to research one occupation or career of interest, noting availability, rewards, training need, courses needed in high school, and reasons for the type of work.2. Ask for volunteers to share research findings of occupations or careers.3. Write a paragraph that explains how you can use your research findings to plan for high school courses and occupations and/or career choices?	<ol style="list-style-type: none">1. Using library sources or technology, students research one occupations or career of interest paying particular attention to availability, rewards, training need, courses needed in high school, and reasons for the type of work2. Students share research findings of occupations or careers. Discuss similarities and differences3. Students write a paragraph that explains how research findings can help prepare for high courses and occupation and/or career choices.

WHAT'S YOUR EXCUSE?

Purpose: Through effective goal-setting, students learn to plan ahead. Goal-setting often lays the groundwork for personal success and develops confidence

Time Required for Lesson: 50 minutes

Grade Level: 7

Missouri Comprehensive Guidance Program

Strand: Career Development (CD)

Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Concept: CD.7.A. Integration of self knowledge into life and career planning

Big Idea: CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Concept: CD.8.A. Career decision making

ASCA Standards

Domain: Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials: *Excuses Role-Playing* counselor sheet; Pens/paper; Index cards

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 7 **How Do the Pieces Fit?**

Concepts: CD.7.A. & CD.8.A



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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 5. Comprehend and evaluate written, visual and oral presentations and works
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 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)

Specific Skill(s)

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	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students identify two excuses and provide solutions to avoid excuses.

Lesson Preparation

Essential Questions: What are some strategies that can help you avoid making excuses for taking responsibility

Engagement (Hook): Have you made your excuse today for being tardy to school or class?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain that students develop habits early that later affect their performance on the job. A major complaint of employers is attendance and tardiness patterns of employees. Assisting students in developing good habits such as good attendance and punctuality will help to ensure long-term employment 2. Discuss the importance of being on time and consistent attendance. 3. Discuss the similarities and differences of work and school expectations for attendance and being on time. 4. Write the “Attendance Policy #3-265” on the board and ask students to read the policy. 5. Ask for volunteers to participate in role plays. Students are given scenarios on index cards. Students assume the roles of employee and supervisor addressing an issue of attendance and being on time. 	<ol style="list-style-type: none"> 1. Students listen and comment on making excuses 2. Students discuss reasons for being on time and to have consistent attendance 3. Students discuss similarities and differences of work and school expectations for attendance and being on time. 4. Students read attendance policy 5. Volunteers participate in role plays. Each taking turns as employee and supervisor addressing an issue related to attendance and being on time

EXCUSES ROLE-PLAYING

Employee Situation 1

This employee is just like the student in school who has good attendance but never wants to get started on his or her work when the bell rings. The student is always finding excuses to keep from doing what he or she is supposed to do. This employee makes the coffee, talks, helps other employees do their work, and finds many excuses to not be at his or her desk on time.

Employee Situation 2

This employee is just like the student who often misses school four or more days in a row. This person is just like the student who wants the teacher to give him or her extra chances to make up tests and wants to borrow other students' notes. This employee always has a good reason for being gone such as his or her car was in the shop for repair or his or her children had the measles. This person wants everyone else to help him or her make up his or her work and get an extension of time on a special project that is past due.

Employee Situation 3

This employee is just like the student who takes a longer lunch period than is allowed. This person is like the student who combs his or her hair in the bathroom after the bell rings or stays longer than he or she should at the locker. This employee is supposed to have a 30-minute lunch period from 12:30-1:00pm, but is rarely back at his or her desk before 1:15. This person is always extending his or her given time for lunch or breaks and does not understand why this is so wrong.

Supervisor's Situation

Front of Card

You are the supervisor. A problem exists with one of your employees. You have asked the person to come into your office and discuss the situation with you. You are to be kind and understanding with this person. This in no way changes the fact that you are required to strictly follow the policy of the company in making your decision. The company policy should be stated to each employee in the meeting to make sure that the person understands the rules that were reviewed at the time of hiring. (See back of card for what you are to say).

Back of Card

You are to say: "Good Morning Mr./Mrs. _____. I have called you to my office to discuss your attendance and tardy problem. Before you explain your situation to me, I want to make sure you understand the company rule that we are discussing is Policy #3-265.

ROLE CHANGES

Purpose: This lesson helps students understand the influence of role stereotypes on career choice. Students discuss their opinions about what is considered to be “masculine” or “feminine” and how those opinions might affect their choices.

Time Required for Lesson: 50 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Program

Strand: Career Development (CD)

Big Idea: CD 7 Applying career exploration and planning skills in the achievement of life career goals.

Concept: CD 7. A. Integration of self knowledge into life and career planning

Big Idea: CD 8 Knowing where and how To obtain information about the world of work and post-secondary training/education.

Concept: CD.8.A. Career decision making

ASCA Standards:

Domain: Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials: *Role Survey* activity sheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6 Unit: Who You Are as a Career Concepts: CD.7.A. & CD.8.B.



Grade 7 Unit: How Do the Pieces Fit? Concepts: CD.7.A. & CD.8.B.



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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
X	Goal 2: communicate effectively within and beyond the classroom
X	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. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s) Specific Skill(s)

X	Communication Arts	1. Reading and writing; compare and contrast; research
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
--	--------------	--	-----------	---	-----------------

X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

Observation of student engagement in group discussion

Lesson Preparation

Essential Questions: How have roles and occupations changed over the years? What are the effects?

Engagement (Hook): Females now assume the roles that were once held solely by males and vice versa! Has your career interest undergone changes?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that our culture often exaggerates the gender differences and perpetuates male and female stereotypes. Invite students to share their insight 2. Explain the meanings of stereotypes and discrimination. Invite students to provide their definitions 3. Distribute "Role Survey" activity sheet to students. Ask students to check the "female" column if they think the job should be for a female, the "male" column if they think it should be for a male, and "both" column if they think both genders are capable of holding a particular job. Divide students into smaller groups and ask them to share their lists. 4. Ask students to answer the following questions in small group: a) Did we stereotype some occupations? Why? b) Do you think job discrimination should be eliminated completely? c) If your parents were making this checklist, how would it look? d) What would your grandparents' list look like? e) How do you think your children's list will look? f) Is there discrimination and stereotyping of boys and girls in school? g) Does anyone have an example of discrimination or stereotyping in school? 	<ol style="list-style-type: none"> 1. Students listen and provide input 2. Students listen and provide their definitions of stereotypes and discrimination and discuss similarities and difference 3. Students complete "Role Survey" activity sheet and share their list in small group. Noting similarities and differences 4. Students answer questions regarding their surveys and discuss similarities and differences.

ROLE SURVEY

	Male	Female	Both
Nurse			
Hockey player			
Pilot			
Receptionist			
Soldier			
Bus driver			
Miner			
Farmer			
Elementary school teacher			
Boxer			
Politician			
Hair stylist			
Plumber			
Artist			
Judge			
Fashion model			
Gymnast			
Scientist			
Archaeologist			
Football player			
File clerk			
Flight attendant			
Race car driver			
Physician			

TAKING NON-TRADITIONAL COURSES

Purpose: Students explore career interests and role stereotypes, specifically courses that, traditionally, may have been considered as courses for members of the other gender.

Time Required for Lesson: 20 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Program

Strand: Career Development (CD)

Big Idea: CD 7 Applying career exploration and planning skills in the achievement of life career goals.

Concept: CD 7. A. Integration of self knowledge into life and career planning

Big Idea: CD 8 Knowing where and how To obtain information about the world of work and post-secondary training/education.

Concept: CD.8.A. Career decision making

ASCA Standards:

Domain: Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6 Unit: Who You Are as a Career

Concepts: CD7. A CD8.B



Grade 7 Unit: How Do the Pieces Fit?

Concepts: CD7. A CD8. B



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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
X	Goal 2: communicate effectively within and beyond the classroom
X	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. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Reading and writing; compare and contrast; research
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students share their plans to take or not to take a gender specific course and give reasons for decision.

Lesson Preparation

Essential Questions: Should courses be gender specific? Should schools encouragement students to take course based on gender?

Engagement (Hook): Ask: How many guys have or plan to enroll in home economic courses? How many gals have or plan to enroll in shop courses?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that they may be reluctant to explore their career interests if courses needed for their interest are typically taken by members of the other gender. Introduce the topic by telling a story or anecdote about student reluctance. Ask students to comments 2. Poll the group for their ideas about which courses might be difficult for some students because of their gender. Stress to students that their gender should not influence the classes they take or the jobs they hold. 3. Ask students to brainstorm ideas regarding why barriers to free choice exist. 4. Emphasize the need and the right for individuals to pursue their interests regardless of gender stereotypes. Ask students to comment. 	<ol style="list-style-type: none"> 1. Students listen and offer comments regarding courses they may be reluctant to enroll in due to gender. 2. Students respond to the poll by a show of hands. Students discuss poll results. 3. Students brainstorm and discuss reasons why barriers to free choice exist. 4. Students share comments regarding the right of individuals to pursue their interests regardless of gender stereotypes.

LASTING IMPRESSIONS

Purpose: Students learn about and practice the art of making good first impressions

Time Required for Lesson: 50 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Program

Strand: Career Development

Big Idea: CD.9. Applying Employment Readiness Skills and the Skills for On-the-Job Success

Concept: CD.9.A. Personal skills for job success

CD.9.B. Job seeking skills

ASCA Standards



Domain: Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials: Paper; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6 Unit: Evaluating One's Personal, Ethical, Academic and Work Habits

Concepts: CD.9.A.&B.  

Grade 7 Unit: Using Job Seeking Skills **Concepts:** CD 9.A.& B



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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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 6. Apply communication techniques to the job search and to the workplace.
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Speaking and writing standard English Participating in formal and informal presentations and discussion 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	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

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

Observation of student exchange during role play. Students introduce themselves to three faculty members he or she is do not know. Faculty members signed student's index card and card is turned in to the guidance office.

Lesson Preparation

Essential Questions: What impressions do we make on others? What do others think of you? Do you communicate to others what you want them to know about you?

Engagement (Hook): State: you are going for a job interview. Does it matter what others think of you? Why is this important?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that employment experts say that the first two to three minutes of a job interview sets the image and impression for everything else that is conveyed in the interview. Welcome comments or questions 2. Demonstrate and discuss the etiquette of meeting and greeting adults. Write the formal rules of introductions on the board and discuss with students: <ol style="list-style-type: none"> a) smile naturally and exhibit a pleasant appearance, b) maintain good eye contact, c) observe appropriate physical space rules; learn to stand comfortable distance from the person with whom you are meeting, Some people stand too close or too far away, d) learn to develop a good hand shake; learn to feel comfortable extending your hand to a stranger. Learn to develop an appropriate amount of grip when shaking someone's hand. Practice the appropriate length of time for shaking an individual's hand. e) learn to state your full name clearly with the appropriate speed of delivery. Some people speak too slowly and others too fast, f) develop a comfortable line of "small talk" conversation that can be shared with a stranger. Students should think of topics that could be conversation items such as the weather, hobbies, or sports, and g) learn to say "thank you," "please," and "excuse me." 	<ol style="list-style-type: none"> 1. Students listen and offer comments or ask questions. 2. Students listen and discuss formal rules of introductions.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>3. Ask for a volunteer to role play an introduction with you. Practice hand shake, eye contact, introduction, and informal conversation. Allow students to practice each other.</p> <p>4. Ask students to use introduction skills with three faculty members he or she does not know. Distribute an index card to each student. The faculty member will sign the card when the introduction is completed. Cards are turned in to the guidance office.</p>	<p>3. Volunteers practice hand shake, eye contact, and informal conversation, then practice with each other.</p> <p>4. Students use introduction skills by introducing themselves to three faculty members they do not know. After introductions are made, faculty members signed the student's index card. The index card is turned into the guidance office.</p>