

Missouri Comprehensive Guidance Program
Content Standards
CONCEPTS

PERSONAL AND SOCIAL DEVELOPMENT

CG 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Concept(s): A. Self concept B. Balancing life roles C. Citizenship within a diverse community

CG 2 Interacting With Others in Ways That Respect Individual and Group Differences

Concept(s): A. Quality relationships B. Respect for self and others C. Personal responsibility

CG 3 Applying Personal Safety Skills and Coping Strategies

Concept(s): A. Safe and healthy choices B. Personal safety of self and others C. Coping skills

ACADEMIC DEVELOPMENT

CG 4 Applying Skills Needed for Educational Achievement

Concept(s): A. Lifelong learning B. Self-management skills for educational achievement

CG 5 Applying the Skills of Transitioning Between Educational Levels

Concept(s): A. Transitions

CG 6 Developing and Monitoring Educational Plans of Study

Concept(s): A. Lifelong educational planning

CAREER DEVELOPMENT

CG7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.

Concept(s): A. Integration of self-knowledge into life and career plans

B. Adapting to changing economy C. Respect for all work

CG 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Concept(s): A. Career decision making B. Education and career requirements

CG9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.

Concept(s): A. Personal skills for job success B. Job seeking skills

OVERVIEW OF EACH OF THE COMPREHENSIVE GUIDANCE PROGRAM STRANDS, BIG IDEAS AND CONCEPTS

Personal And Social Development (PS) Strand

The knowledge, skill, and “positions-of-the-mind” developed via the lessons in the Personal and Social Development Strand of the Guidance Curriculum form the foundation for learning in the Academic Development and Career Development Strands. The Big Ideas and Comprehensive Guidance Standards provide the framework for understanding and respecting self as an individual and as a member of family, school, and community groups. The concepts which serve as K-12 guides for the Comprehensive Guidance Curriculum emphasize personal responsibility, respect and social responsibility as a part of living and working with others—the rights and privileges of being a contributing citizen of the local and global community. Students are supported as they become advocates for the well-being of themselves and others.

PS STRAND BIG IDEAS/COMPREHENSIVE GUIDANCE STANDARDS AND CONCEPTS

Big Idea1/CG 1 Understanding self as an individual and as a member of diverse local and global communities

Concepts: PS 1/CG 1 A. Self concept
 PS 1/CG 1 B. Balancing life’s roles
 PS 1/CG 1 C. Citizenship and contribution within a diverse community

Major Points: * Personal characteristics * Interrelationship of thoughts, feelings and actions in daily life * Each person is important in/to his or her extended (global) as well as immediate community * All people of the world are inter-related

Big Idea2/CG 2 Interacting with others in ways that respect individual and group differences

Concepts: PS 2/CG 2 A Quality relationships
 PS 2/CG 2 B Respect for self and others
 PS 2/CG 2 C Personal responsibility in relationships

Major Points: * Respect is the right and responsibility of each individual * Each person is like all other people in some ways * Each person is like some other people in some ways * Each person is unlike all other people in some ways * Similarities and differences contribute to people working together in our diverse world

Big Idea 3/CG 3 Applying personal safety skills

Concepts: PS 3/CG 3 A Safe and healthy choices
 PS 3/CG 3 B Personal safety of self and others
 PS 3/CG 3 C Coping skills

Major Points: * Physical and psychological safety * Peer pressure influences individual choices
* External influences interact with individual factors in the decision-/choice- making process *
Advocacy for self and others * Seeking help when external or internal conflict threatens well
being (e.g. suicidal thoughts) * Respond to personal concerns as well as the needs of peers *
Develop skills to cope with “happy” and/or “unhappy” events—expected/unexpected

Academic Development (AD) Strand

Embedded in the Academic Development Strand are three critical aspects: Self-efficacy, attribution, and empowerment. Self-efficacy refers to each student’s belief in his or her ability to set and attain goals. Attribution refers to the individual’s belief that his or her own behavior and effort can directly impact success and/or failure. Empowerment refers to the educational system equipping the individual with the skills and tools necessary to achieve goals—throughout the lifespan. Test taking skills are systematically and intentionally taught to every K-12 student. Students are taught to recognize the need for academic assistance, and that assistance is available and accessible to all students. Students learn that transitions are a part of life. They learn that anticipating transitions and what is expected in the next phase of academic life will make transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to career) easier. Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the personal changes transitions require. The Missouri School Improvement Program requires that all students engage in the on-going development of Personal Plans of Study beginning no later than 8th grade. The Academic Development Strand places emphasis on the knowledge, understanding and skills K-12 students need in order to develop meaningful Personal Plans of Study.

Big Idea4/CG 4 Applying skills needed for educational achievement

Concepts: AD 4/CG 4 A Lifelong learning
 AD 4/CG 4 B Self-management for educational achievement

Major Points: * Academic self efficacy * Set and attain academic goals * Self-management *
Study and test taking skills* Recognize need for academic assistance and where and how to
get help

Big Idea5/CG 5 Applying the skills of transitioning between educational levels

Concept: AD 5/CG 5 A Transitions

Major Points: *Acquire the information necessary to make smooth transitions from grade to
grade and setting to setting *Know and understand expectations of teachers and requirements
of subject areas * Know and understand the personal changes required to make successful
transitions

Big Idea6/CG 6 Developing and monitoring personal educational plans.

Concept: AD 6/CG 6 A Educational Planning for Lifelong Learning

Major Points: (The Missouri School Improvement Program requires all students to have a Personal Plan of Study initiated no later than 8th grade.) * Develop a meaningful educational plan. * Set goals * Develop plans to reach goals * Know and use sources of information and assistance * Review, re-think and revise plans

Career Development (CD) Strand

The over-arching purposes of learning and understanding within the Career Development Strand are: to help students develop an awareness of the world of work and workers; to understand the role and meaning of work in our lives and society, and making career decisions. Specific skills and understanding include: individual planning processes, knowing and using sources of career information, post-secondary options, employment readiness skills and personal skills that lead to job success. The developmental aspect of career exploration, planning and decision-making is addressed through systematic and sequential K-12 strategies. Underlying themes include the dignity and necessity of all work and workers; the role of one's preferences and skills in overall job satisfaction, the inter-relationship of all parts of ones' life (e.g. family, community, work, and leisure) across the life span, and knowledge of and access to career information. The real test of effective learning and understanding in the Career Development Strand is getting and keeping a job! The focus on personal character helps K-12 students develop individual skills of: Responsibility taking, dependability, punctuality, integrity, self-management and effort. Employment readiness skills include appreciation and respect of other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

Big Idea7/CG7 Applying career exploration and planning skills in the achievement of life career goals

Concepts: A. Integration of self knowledge into life and career planning
 B. Adaptation to world of work change
 C. Respect for all work

Major Points: * Career exploration * Individual planning skills * Dignity and necessity of all work and workers * Preferences and skills influence overall job satisfaction * A "balanced life" * Inter-relationship of all parts of one's life across the life span * Life career planning * Know and understand skills required in the world of work and daily living

Big Idea8/CG 8 Knowing where and how to obtain information about the world of work and post-secondary training/education.

Concepts: A. Career decision making
 B. Education and Career Requirements

Major Points: * Seeking and using information that is credible, age-appropriate, and unbiased * Know and understand the level of preparation required for various occupations (e.g., apprenticeships, vocational and technical education, 4-year and 2-year college or university). * Career information resources (e.g., print/electronic/personal interviews) * Ability to access information * Self-advocacy as a career decision-maker.

Big Idea9/CG9 Applying employment readiness skills and the skills for on-the-job success

Concepts: CD 9/CG 9 A Personal skills for job success
CD 9/CG 9 B Job seeking skills

Major Points: Employment readiness * individual responsibility, dependability, punctuality, integrity, self-management * Work ethic and effort * Appreciation and respect for co-worker differences * Working as a team member to accomplish the goals of the organization * Understand these skills as contributing to work performance and effectiveness in the classroom and in the workplace.

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Unit #1 Title: Who Am I And How Do I Fit Into The World?

Grade Level: 9-12

Number of Lessons in Unit: 4

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Beginning of the academic year.

Lesson Titles:

9th Grade Lesson # 1: Juggling New Opportunities

Materials/Special Preparations Required:

Tennis Balls for Juggling or Three Stacks of Paper Stacks

Fan

“Self-Concept Checklist” worksheet

“Improving Your Self-Concept” worksheet

“School Club/Organization List” – School generated

“Roles: How Do They Impact Me and for What Am I Responsible” worksheet

10th Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

Mirror

“Looking at Me in my Family, School and Community” worksheet

11th Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

Activity Sheet

Scale

Weights

“My Self Concept Report Card” worksheet

12th Grade: Lesson #4: My Action Plan

Materials/Special Preparations Required:

“Action Plan For Maintaining Who I Am” worksheet

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation(s):

PS.1.A.09.a.i: Develop skills needed to maintain a positive self-concept.

PS.1.B.09.a.i: Recognize increased roles and responsibilities of the individual within the family, school, and local community,

PS.1.C.09.a.i: Identify activities the individual might participate in to become a contributing member of a school community.

PS.1.A.10.a.i: Implement skills necessary to exhibit and maintain a positive self-concept.

PS.1.B.10.a.i: Prioritize roles and responsibilities and implement strategies to balance family,

school, work, and local communities.
 PS.1.C.10.a.i: Identify and participate in activities that help the individual student become a contributing member of a global community.
 PS.1.A.11.a.i: Practice and modify the skills necessary to exhibit and maintain a positive self-concept.
 PS.1.B.11.a.i: Identify and utilize resources to help balance family, school, work, and local community roles.
 PS.1.C.11.a.i: Build upon activities and experiences that help the individual student become a contributing member of a global community.
 PS.1.A.12.a.i: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.
 PS.1.B.12.a.i: Exhibit the ability to balance personal, family, school, community, and work roles.
 PS.1.C.12.a.i: Exhibit the personal characteristics of a contributing member of a diverse community.

American School Counselor Association National Standard (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, 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.

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a 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 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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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		and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Assessment (acceptable evidence):

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

Students will gain insight in order to complete an "Action Plan for Maintaining Who I Am" worksheet.

Brief Summary of Unit:

The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.

Unit Goals:

To encourage the development and maintenance of a positive self-concept in an ever changing world.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of their individual roles for family, school, work and community

Skills to maintain and improve their self-concept

Recognition of personal ways for the individual to contribute as a member of their community

Unit #1 Title: Who Am I and How Do I Fit Into the World?

Lesson Title: Juggling New Opportunities

Lesson 1 of 4

Grade Level: 9

Length of Lesson: 50 minutes

Options: Classroom visits
Freshman Orientation
Small Groups

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation (GLE):

PS.1.A.09.a.i: Develop skills needed to maintain a positive self-concept.

PS.1.B.09.a.i: Recognize increased roles and responsibilities of the individual student within the family, school, and local community.

PS.1.C.09.a.i: Identify activities the individual student might participate in to become a contributing member of a school community.

American School Counselor Association National Standard (ASCA):

Personal and 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 (include activity sheets and/ or supporting resources)

Tennis Balls (for juggling) or three stacks of paper

Fan

“Self-Concept Checklist” worksheet

“Improving Your Self-Concept” worksheet

“School Club/Organization List” (*each school will be required to develop its own list, please include Sponsors, requirements, and a brief description*)

“Roles: How Do They Impact Me and What Am I Responsible For?” worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements.

X	3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a 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 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	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Discussions of student responses
Collection of student worksheets
Observation of students participation in discussions

Lesson Preparation

Essential Questions:

Why is it important for teenagers to have a positive self-concept?
Why is it important for you to balance your personal, academic, and work roles?
How do people make the world a better place?

Engagement (Hook):

Begin an in-depth discussion by juggling 3 tennis balls. Explain that each ball represents a specific area of their life (i.e. Self-Concept, School Community, and Responsibilities).
Begin juggling the balls and explain to the students that sometimes all three areas of their lives

operate smoothly.

Drop one of the balls and explain to the students that sometimes one area of their lives may seem to be out of control or going poorly, but the other two areas can still be okay. Continue to juggle the other two balls.

Drop another ball and explain to the students that sometimes two areas of their lives may seem to be out of control or going poorly, but there is still one area that they can concentrate on that is going okay. Continue to toss one ball.

Drop the last ball and explain to the students that sometimes all areas of their lives may seem to be out of control or going poorly.

A variation of this activity is using paper, which is neatly organized into three stacks. Explain to the students that sometimes all three stacks are perfectly aligned and all three areas of their lives operate smoothly.

Blow/throw one of the stacks into the air and explain to the students that sometimes one area of their life may seem to be out of control or going poorly, but the other two can still be going okay. Point to the other two neatly stacked piles of paper.

Blow/throw another one of the stacks into the air and explain to the students that sometimes two areas of their lives may seem to be out of control or going poorly, but there is still one area that they can concentrate on that is going well. Point to the last neatly stacked pile of paper.

Blow/throw the last stack of paper into the air and explain to the students that sometimes all areas of their life may seem to be out of control or going poorly.

Use either hook to lead into explaining to the students that high school is a place where all areas will need to be juggled in order to have the best experience possible. Work with them as large groups, small groups or individuals to give them skills, ideas or opportunities to juggle all three areas successfully.

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Handout the “Self-concept Checklist” worksheet. One area that will be impacted entering high school is your self-concept. Meeting new friends, experiencing peer pressure, trying to “fit in” are all issues 9th graders may go through. Explain that the self-concept checklist will help increase their self-concept. Allow students time to complete the checklist. Discuss responses and or collect them after the class period for 	<ol style="list-style-type: none"> 1. Students complete the self-concept checklist. Discuss what indicates positive or negative self-concepts.

<p>formative evaluation.</p> <p>2. After discussing possible responses, explain to the students that there are ways to improve their self-concept as well as maintain it. Allow them time to complete the “Improving Your Self-Concept” worksheet. Discuss and or collect for formative evaluation.</p> <p>3. Ask students what they are most looking forward to doing in high school. Discuss responses. Ask students if they are aware of all the opportunities available to them in their new school community. Direct students to the “Clubs/Organization List”. Let them know about all the different opportunities they have to be involved with. Discuss the benefits of more friends (new friends), sense of belonging, school pride, learning new things, taking risks, organizing time and responsibilities and increased positive self-concept. Ask students to check or circle clubs they may be interested in learning more information about or joining.</p> <p>4. Discuss and examine the different roles students have and the responsibilities of those roles. Pass out “Roles: How do They Impact Me and for What Am I Responsible” worksheet.</p>	<p>2. Students will complete the “Improving Your Self-Concept” worksheet. Discuss ways for developing or maintaining a positive self-concept.</p> <p>3. Students respond to questions. Discuss benefits to joining clubs. Checkmark or circle clubs they may be interested in joining.</p> <p>4. Students will identify how each role has shaped their self-concepts and list at least one responsibility they have in each role.</p>
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Teacher Follow-Up Activities

Teachers could identify students that are still projecting a negative self-concept and refer them to the counselor.

Communication Arts teachers could assign a paper/essay pertaining to the roles and responsibilities that students have in their lives.

Counselor reflection notes (completed after the lesson)

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JUGGLING NEW OPPORTUNITIES HANDOUTS

Name: _____

Date: _____

SELF-CONCEPT CHECKLIST

Having and maintaining a positive self-concept is a life long skill. Individuals with negative self-concepts may get involved with unhealthy life choices such as drugs and criminal activity.

Below is a list of statements. If the statement describes a positive self-concept characteristic, place a checkmark in the column entitled POSITIVE. If the statement describes a negative self-concept characteristic, place a checkmark in the column titled NEGATIVE.

If you believe the statement describes your own self-concept, place a checkmark in the column titled ME.

STATEMENT	POSITIVE	NEGATIVE	ME
Fear change or trying new things			
Takes responsibility for ones own actions and mistakes			
Able to take charge and show leadership when necessary			
Awareness and acceptance of one's own strengths and weaknesses			
Unable to show leadership			
Tends to follow others			
When victimized remains a victim and does not overcome the situation			
Accepts change			
Eager to try new things			
Has self-respect and self-confidence			
Always criticizes self			
Finds blame in others			
Depends upon approval from self and not others			
Tends to see negatives in people and situations			

Question:

Do you have more check marks in the positive or negative self-concept categories?

Name: _____ Date: _____

IMPROVING YOUR SELF-CONCEPT

Below are suggestions to improve your self-concept. For each suggestion, there is a short exercise for you to complete. Complete the exercise in the space provided.

You can improve your self-concept by....

1. recognizing what you do well. Write down five things you do well.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

2. setting realistic and attainable goals. List three of your goals.

- A. _____
- B. _____
- C. _____

3. building a support network of good friends who are a positive influence in your life. List the first names of your closest friends who positively influence your life.

4. realizing the positive contributions you make to your family, school and community. Write a sentence describing the contributions you make in the following areas.

FAMILY: _____

SCHOOL: _____

COMMUNITY: _____

Name: _____

Date: _____

ROLES:
HOW DO THEY IMPACT ME AND WHAT AM I RESPONSIBLE FOR?

Much of who we are (self-concept) is shaped by the roles we play. Below are three major roles that many of us perform in our lives.

Explain how each role has helped shaped you into the person you are today. After that has been completed, please identify a minimum of one responsibility you have in each role.

FAMILY MEMBER:

How has it shaped me? _____

My responsibilities to my family are? _____

SCHOOL MEMBER:

How has it shaped me? _____

My responsibilities to school are? _____

COMMUNITY MEMBER:

How has it shaped me? _____

My responsibilities to my community are? _____

Unit #1 Title: Who Am I and How Do I Fit Into the World?

Lesson Title: Positive Self Talk

Lesson 2 of 4

Grade Level: 10

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation (GLE):

PS.1.A.10.a.i: Implement skills necessary to exhibit and maintain a positive self-concept.

PS.1.B.10.a.i: Prioritize roles and responsibilities and implement strategies in order to balance family, school, work and local communities.

PS.1.C.10.a.i: Identify and participate in activities that help the individual student become a contributing member of a global community.

American School Counselor Association National Standard (ASCA):

Personal and 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 (include activity sheets and/ or supporting resources)

Mirror

“Looking at Me in my Family, School and Community” Worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a 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	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	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Completion of activity sheet.

Involvement of students in class discussion.

Lesson Preparation

Essential Questions:

What are some ways a positive self-concept would benefit you?

How do people manage all the responsibilities and demands on their time?

How do people make the world a better place?

Engagement (Hook):

Presenter enters the room with a mirror and begins a self-dialogue with self in the mirror about how worthy one is. Presenter will accentuate the idea of how good he/she is by listing positive personal characteristics.

Procedures

Instructor Procedures:	Student Involvement:
1. Lead a discussion on self-talk. Ask for examples.	1. Students give examples of things they say to themselves.
2. Talk about the messages that families communicate to each other.	2. Have students give examples.
3. Distribute "Looking At Me In My Family,	3. Students write about their roles in their

School, and Community” worksheet.	family, school and community
4. Ask for volunteers to talk about their roles in their family, school, and community.	4. Students volunteer answers
5. Lead discussion on characteristics that best fit into students’ roles in the family, school, and community.	5. Students will give their opinions about characteristics that will help them fit into their different roles.

Teacher Follow-Up Activities

Teacher could observe the roles that students play in the classroom and point out responsibilities of those roles.

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

1. What roles do you play in your family? What responsibilities go along with those roles?

2. What roles do you play in your school? What responsibilities go along with those roles?

3. What roles do you play in your community? What responsibilities go along with those roles?

Unit #1 Title: Who Am I and How Do I Fit Into the World?

Lesson Title: Assessing Self-Concept

Lesson 3 of 4

Grade Level: 11

Length of Lesson: One class period

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation (GLE):

PS.1.A.11.a.i: Practice and modify the skills necessary to exhibit and maintain a positive self-concept.

PS.1.B.11.a.i: Identify and utilize resources to help balance family, school, work, and local community roles.

PS.1.C.11.a.i: Build upon activities and experiences that help the individual student become a contributing member of a global community.

American School Counselor Association National Standard (ASCA):

Personal and 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 (include activity sheets and/ or supporting resources)

Scale
 Weights
 “My Self-Concept Report Card” worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a 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	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	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Completion of activity sheet.

Discuss the consequences of maintaining a negative view of self as well as the benefits of maintaining a positive self-concept.

Lesson Preparation

Essential Questions:

How would a positive self-concept help you grow?

Could this growth occur with a negative self-concept?

What suggestions could you give to someone who has a negative self-concept?

Engagement (Hook):

Demonstrate, with the scale and weights, how negative comments, activities, and situations weigh down a person's self-concept. How might someone's negative view of self be cancelled out by positive self-talk and positive comments? Students may participate by placing a weight for every negative comment and removing a weight for every positive comment.

Procedures

Instructor Procedures:	Student Involvement:
1. Instruct students to complete the "My Self-Concept Report Card" worksheet.	1. Students complete the worksheet
2. Discuss the worksheet and write student's	2. Students share responses.

responses on the board.	
3. Have students make a personalized list of the things they would use (could draw from examples listed on the board) to improve or maintain their positive self-concept.	3. Students will make a list on the back of their worksheets.

Teacher Follow-Up Activities

Teacher may have students discuss the use of the activities as they happen within the classroom. Periodically, teacher will review the “My Self-Concept Report Card” worksheet and ask for positive reinforcement examples observed in the student’s lives.

Counselor reflection notes (completed after the lesson)

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Lesson 3 Handout

Name: _____

Date: _____

My Self-Concept Report Card

What grade would you give yourself in the following areas? Only you will see your answers.

A= Always

B= Most of the Time

C= Sometimes

D= Rarely

F= Never

AREA	GRADE
Positive Attitude	
Ability to express my feelings/thoughts accurately to others	
Ability to develop good relationships with others	
Positive self-talk	
Taking care of myself physically	
Taking care of myself emotionally	
Respect for myself	
Ability to set boundaries in a relationship (stay out of “drama”)	
Ability to disregard rumors or gossip	
Ability to cope with false statements about me	

What are some ways I would be able to bring up my grade in the areas I scored poorly?

Make a personal list of ways to improve or maintain your positive self-concept.

Unit #1 Title: Who Am I and How Do I Fit Into the World

Lesson Title: My Action Plan

Lesson: 4 of 4

Grade Level: 12

Length of Lesson: 1 to 2 class periods

Missouri Comprehensive Guidance Standard:

PS.1: Understanding self as an individual and a member of a diverse local and global community.

Grade Level Expectation (GLE):

PS.1.A.12.a.i: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.

PS.1.B.12.a.i: Exhibit the ability to balance personal, family, school, community, and work roles.

PS.1.C.12.a.i: Exhibit the personal characteristics of a contributing member of a diverse community.

American School Counselor Association National Standard (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, 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 (include activity sheets and/ or supporting resources)

"Action Plan For Maintaining Who I Am" worksheets

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a 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 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	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Summative Assessment: Completion of Action Plan

Lesson Preparation

Essential Questions:

Why do we need a positive self-concept?
 How do people balance their world?
 How do people make the world a better place?

Engagement (Hook):

Ask students (12th) how many have any personal possessions like a car, computer, ipod, etc. After assessing how many have possessions like this, discuss what types of things have to be done to them in order to keep them running in top shape.

It may be easier to keep the focus on a car at this point.

Discuss with the students that in order to keep their car or other possessions running in top shape, they have to be maintained.

Ask students what happens to their car when they do not keep it maintained.

Transition into the maintenance of their personal self-concept. Their self-concept is something that needs to be maintained. If it is not maintained, they can expect similar issues to those of not keeping their personal possessions maintained.

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Pass out to each senior their “Action Plan for Maintaining Who I Am” assessment. Explain to the students that this Action Plan is something that will help them keep their self-concept maintained and in good working order. 2. Set a due date for collection of the Action Plan. Inform students that this Action Plan will be placed in their Personal Guidance folder or Permanent Record. 3. It may help to have an example of an Action Plan to place on an overhead or in a PowerPoint so that students can see how other plans have been developed. 	<ol style="list-style-type: none"> 1. Students will work on completion of their personal Action Plan. 2. Students should write down the due date on their Action Plan. 3. Students view sample Action Plans in order to have a better understanding of what theirs should look like.

Teacher Follow-Up Activities

Teachers may choose to allow in class time for students to work on Action Plans.
Teachers may want to remind their students as to the due date of the Action Plans.
Teachers may also want to tie in an activity, project, or other homework in relation to the Action Plan.

Counselor reflection notes (completed after the lesson)

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Summative Assessment

Action Plan for Maintaining Who I Am

Name: _____

Date: _____

Due Date: _____

Action Plan For Maintaining Who I Am

Create a personal action plan to maintain your positive self-concept, contribute to your community, and balance your roles.

Below are strategies for maintaining/improving your self-concept. Please place a checkmark on the ones you will use as you go through life.

_____ Journaling

I can use a journal to help sort out my feelings, my responsibilities to various roles, to write down personal statements about who I am.

I have a journal: _____ Yes _____ No

If I don't have a personal journal, here is my plan to start and continue to use one:

_____ Positive Self-Talk

I will continue my awareness of self-talk. I will not put myself down; rather I will raise myself up with positive self-talk. List some positive self-talk statements I can use:

1. _____
2. _____
3. _____

_____ **Exercise**

Exercise can relieve stress, allow for time to think positively about myself and help to improve my physical and mental health.

I will exercise 3 times a week. Below are some activities that I will include in my exercise program:

_____ walking _____ jogging _____ swimming
_____ bike riding _____ weight lifting _____ aerobics
_____ dancing _____ martial arts _____ yoga
_____ competitive athletics

Other: _____

Other: _____

_____ **Activities/Enjoyment**

I will try to put aside some time everyday from my other role responsibilities to take time for myself. This time will be spent doing something I enjoy (hobby, interest, activity)
Below are some activities that I could do:

_____ take a walk _____ listen to music _____ attend church functions
_____ play a sport _____ make crafts/art _____ workout
_____ volunteer _____ mediate _____ write in a journal
_____ video games _____ play an instrument

Other: _____

Other: _____

_____ **Assist Your Community**

Becoming an active member in the community can help maintain/improve your self-concept as well as help others. Below is my plan for community involvement.

_____ **Balancing My Roles and Responsibilities**

I am aware of my different roles in family, school, community and work and know how to balance the responsibilities of each. Below are my responsibilities to each area:

Family_____

School_____

Community_____

Work_____

Discuss how these roles and responsibilities might change after you graduate.

Unit #1 Title: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level: 9-12

Number of Lessons in Unit: 8 (2 lessons per grade level 9th-12th)

Time Required for each lesson: 30-45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

9th Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

Pens

Pencils

“The Clique” student handout

9th Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

2-dozen multi-colored balloons inflated

2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long

Thumbtacks (optional)

Crayons or markers

Common pin (safety)

10th Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

Pens

Pencils

“Listening Stems” activity sheet for each pair of students

10th Grade: Lesson # 4 - Origins: A simple word game (for use in human relations trainings)

This lesson is an adaptation of a lesson from tolerance.org (see lesson plan).

Materials/Special Preparations Required

Timer

Handouts printed on two different types of colored paper

Three judges

“Origins: A Simple Word Game for Use In Human Relations Training” handout

“What Do These Words or Phrases Mean” handout

11th Grade: Lesson # 5 - Using Negotiation to Settle Difficulties

Materials/Special Preparations Required

Black/White Board or an overhead projector

Index cards

Pens

Pencils

“Negotiating Skill Components” handout

11th Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musician
- Scottish Storyteller/Bagpipe player
- Square Dancers

Performance Areas with chairs and adequate space

Signs for each location

A/V equipment as needed

Publicity

Thank-you notes

12th Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

“Managing Conflicts” worksheet “Alternative for Solving Conflicts” handout

Pens

Pencils

12th Grade: Lesson # 8 - A Place At The Table

Materials/Special Preparations Required

An audio-visual program designed to facilitate understanding and respect for others is available FREE from tolerance.org. “A Place At The Table” includes a video, book, and lesson plans; this learning package for teachers, professional school counselors and students may be ordered from the website listed below.

http://www.tolerance.org/pdf/tt_materials_order_form.pdf

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectation(s) (GLE):

PS.2.A.09.a.i: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships

PS.2.B.09.a.i: Explore cultural identity and world views within the community

PS.2.C.09.a.i: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills

PS.2.A.10.a.i: Practice interpersonal skills in order to help maintain quality relationships.

PS.2.B.10.a.i: Promote acceptance and respect for cultural differences within the global community

PS.2.C.10.a.i: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others

PS.2.A.11.a.i: Apply interpersonal skills needed to maintain quality relationships

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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PS.2.B.11.a.i: Exhibit respect for different cultures and points of view
PS.2.C.11.a.i: Accept personal responsibility in conflict situations
PS.2.A.12.a.i: Exhibit the interpersonal skills to maintain quality relationships
PS.2.B.12.a.i: Advocate respect for individuals and groups
PS.2.C.12.a.i: Utilize and accept personal responsibility in relationships with others

American School Counselor Association National Standards (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, 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.
- C. Students will understand safety and survival skills.

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
X	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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment 6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	

X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 4. Principles of movement and physical fitness 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Unit Assessment (acceptable evidence):

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

Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

Brief Summary of Unit:

Standard PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Unit Goals:

1. Students will exhibit the interpersonal skills to maintain quality relationships.
2. Students will advocate respect for individuals and groups.
3. Students will utilize and accept personal responsibility in relationships with others.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

1. Knowledge of interpersonal skills that will help maintain quality relationships
2. Knowledge of strategies that promote acceptance and respect of others within the global community
3. An awareness of personal responsibility in conflict situations

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: The Clique

Lesson 1 of 8

Grade Level: 9

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation(s) (GLE):

PS.2.A.09.a.i: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships

PS.2.C.09.a.i: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills

American School Counselor Association National Standards (ASCA):

Personal Social Development

A. Students will acquire the knowledge, attitude, 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 (include activity sheets and/ or supporting resources)

Pens

Pencils

“The Clique” handout

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 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 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 and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives

	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

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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes) 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	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

At the conclusion of the lesson, students will write a reflection on their experiences with cliques. The reflection will be a first person narrative that will include the following:

- The setting (time, place, members of the clique)
- Scenario (e.g. event describing the actions of the clique)
- Overall thoughts, feelings, and any subsequent action as a result of the event
- Advantages/Disadvantages of being a member of a clique
- Advice to younger students regarding clique membership

Lesson Preparation

Essential Questions:

How might cliques and bullying be related?

How and Where do we learn about quality relationships and how they are maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Instructor will read the story “The Clique” to students. (See attachment)

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Instructor distributes the story, “The Clique,” as a referral source for students. 2. Instructor will lead a discussion by posing the following questions: <ul style="list-style-type: none"> • From whose point of view is the story written? • How might the perspective of an outsider change the story? • What are the problems in the story? • Why does Joyce feel pressured by Wanda in her group? • Why did Joyce enjoy her friendship with Saundra at first? • Is it ok to want to be alone sometimes? • What is peer pressure? • Have you ever been in a similar situation? How did you handle it? • If Wanda were telling the story, what would she emphasize? 3. Instructor directs students to write a reflection on their reaction to the story and their own experiences with cliques. (Instructor may want to use discussion questions above as prompts). 	<ol style="list-style-type: none"> 1. Students refer to the story as needed 2. Students will participate in discussion. 3. Students write a personal reflection on their reaction to the story and a short narrative describing their own experiences with cliques (see formative assessment for guidelines).

Teacher Follow-Up Activities

- Instructor reflects on how cliques have affected his/her life and leads discussion on how they have affected the lives of the students.
- Classroom teacher is encouraged to be aware of cliques and to address issues of exclusivity.

Counselor reflection notes (completed after the lesson)

The Clique

Joyce has just moved to the city and feels lucky that she has found a friend, Sandra. They like to do the same things and have fun together, but each allows the other freedom to go her own way. Joyce also meets Wanda, the leader of a group of young women who seem to have a lot of fun. Joyce is accepted into the group and is swept along with Wanda and the camaraderie. Eventually, the group asks Joyce to give up her friendship with Sandra and do some things Joyce thinks are wrong. The group has planned to visit a shopping mall on Saturday and “take” a few things. When Joyce tells the others that she plans to stay home, Wanda tells her that she must go if she wants to stay in the group. What would you do if you were Joyce?

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Bursting Stereotypes

Lesson 2 of 8

Grade Level: 9

Length of Lesson: 30 - 45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectation(s) (GLE):

PS.2.B.09.a.i: Explore cultural identity and world views within the community

American School Counselor Association National Standards (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, 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.
- C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

2-dozen multi-colored balloons inflated
2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
Thumbtacks (optional)
Crayons or markers
Common pin (safety)

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 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources
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 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 and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises

	6. Examine problems and proposed solutions from multiple perspectives 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 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 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	7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 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	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Ask students to write in their journals a reflection on what did they learned about “bursting stereotypes.” What actions will each individual take to continue “bursting stereotypes.”

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Walk into room popping balloons.

Procedures

Instructor Procedures:	Student Involvement:
<p>Before starting the lesson, cut paper for sentence strips (paper or tag board cut to lengths approximately 2 inches wide and 12 inches long), and inflate about two dozen small balloons. Store inflated balloons in a plastic trash bag in a closet.</p> <p style="text-align: center;">Or</p> <p>Cover a classroom bulletin board with white paper. Spread colorful balloons over the bulletin board; use thumbtacks to attach each balloon. This bulletin board is sure to arouse students' curiosity if it is left up for a couple of days prior to the activity.</p> <ol style="list-style-type: none">1. Divide chart paper or blackboard into two columns by drawing a vertical line down the middle of the chart, creating a two column chart. Write "man" at the top of one column and "woman" at the top of the other.2. Ask students to write words or phrases that describe the qualities or characteristics of a man or woman under the appropriate column. Give students several moments to write down their ideas. <p>Examples:</p> <ul style="list-style-type: none">• Man – tough, don't cry, sports, breadwinner, strong, policeman, and doctor.• Woman – emotional, nurturing, weak, cries, shops, child care, nurse, and teacher. <ol style="list-style-type: none">3. Arrange students into small groups and ask them to share their lists. Give each group two minutes per column to brainstorm additional words or phrases.	<ol style="list-style-type: none">1. Have students set up a piece of writing paper in the same way as you (i.e. two columns)2. Students will write the words or phrases in what they view at the appropriate column3. Students share their individual lists and brainstorm additional adjectives. A common consensus list will be developed by each team.

<p>4. Bring the class back together to create a master list of the adjectives students used to describe men and women. Write the adjectives on the chalkboard or chart paper.</p> <p>5. Instructor asks some of the following questions:</p> <ul style="list-style-type: none"> • Are you happy with the master list that we have created? Do you see any changes you would like to make to the lists? • Are there terms that do not belong under the heading they are under? Are there any terms that might fit under both headings. • Is it fair to say that all men _____ or that all women _____? <p>6. Write the word “stereotype” on the chalkboard or chart. Ask students if they know what the word means. Share with the students the dictionary definition. (Definition: Noun: an overly simple picture or opinion of a person, group, or thing. Example: It is a stereotype to say that all old people are forgetful.)</p> <p>7. Share the following phrases with students:</p> <ul style="list-style-type: none"> • Men are better at math than women • All politicians are crooks • African-American men are the best basketball players. • Asian men are born to be scientists <p>Ask students to share their reactions to the list above and the master list. What do they observe i.e.: commonalities and differences? Are the statements true? What evidence did students use to form their opinions about the lists? Is it fair to make these sweeping generalizations about groups of people?</p> <p>8. Send students back to their small groups and ask them to come up with additional stereotypes about people they have heard.</p>	<p>4. Each group will share its consensus list</p> <p>5. Students will participate in the discussion.</p> <p>6. Students share their definitions of the meaning of stereotype.</p> <p>7. Students participate in discussions.</p> <p>8. Students write down additional stereotypes.</p>
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<p>9. Bring class back together to share ideas. Write each stereotype on a sentence strip. Examples that you may see:</p> <ul style="list-style-type: none"> • Computer kids are geeky. • Young kids are noisy. • If you wear glasses you are smart. • Poor people are lazy. • Women are better cooks than men. • Boys are more athletic than girls. • Asians excel in math and science. • Blondes are dumb. • Doctors are rich. • Tall people are great basketball players. • Indians live on reservations. • All Americans love baseball. <p>Bursting Stereotypes</p> <p>10. Instructor produces bag of balloons. Have each student holding a sentence strip come to the front of the room and read his or her statement aloud.</p> <ul style="list-style-type: none"> • Hold up a balloon as the student calls on classmates to refute the stereotype. • Once satisfied that the stereotype has been blasted, pop the balloon with common pin(s). <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Instructor stands by the colorful balloon bulletin board. • Ask each student to read her or his sentence strip aloud and staple/tape it next to a balloon on the bulletin board. <p>11. When task is complete, lead a class discussion about each stereotype.</p>	<p>9. Students share stereotypes and write each one on a sentence strip.</p> <p>10. Students will participate in activity.</p> <p>11. Students will participate in discussion. Following discussion students will write in their journals describing new understandings as they relate to stereotypes and changes they will make in their lives to help “burst stereotypes.”</p>
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Teacher Follow-Up Activities

The teacher might want to take a look at information about stereotypes that can be found on the Internet. Such information might be incorporated in future lessons or discussions.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Listening Exercise

Lesson 3 of 8 (Total High School Lessons)

Grade Level: 10

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectation(s) (GLE):

PS.2.A.10.a.i: Practice interpersonal skills in order to help maintain quality relationships.

PS.2.C.10.a.i: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.

American School Counselor Association National Standards (ASCA):

Personal Social Development

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

Materials (include activity sheets and/ or supporting resources)

Pens

Pencils

“Listening Stems” activity sheet for each student

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 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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.. Assessment will be via classroom discussion and personal journal entries.

Ask the following questions:

- As a listener, did you have trouble repeating what your partner said?
- Did you, as a listener, want to interrupt the speaker?
- How would you evaluate your listening skills?
- What did you learn about yourself?

Lesson Preparation

Essential Questions:

What does a quality relationship look like and how is it maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Instructor will construct a story with a number of specific details and play the “Telephone Game” where each student hears and repeats the story to the next person.

Procedures

Instructor Procedures:	Student Involvement:
1. Instructor divides the group of students into pairs with each pair facing each other.	1. Students get into pairs, face each other, and determine who will be the first speaker and listener.
2. Instructor will distribute the “Listening Stems” activity sheet to each student. The instructor directs the speaker to talk to the listener for approximately 3 minutes, using the sentence stems as a stimulus. The instructor explains that the listener should actively listen. When the speaker is finished, the listener should	2. Students will complete instructions given by instructor.

<p>repeat to the speaker what he/she heard the speaker say. The speaker may challenge, correct, or accept the listener's perception.</p>	
<p>3. Instructor asks partners to reverse roles and gives the same instructions for the exercise.</p>	<p>3. Students reverse rolls and repeat listening activity.</p>
<p>4. Students and Instructor will engage in a conversation focusing on communication problems, such as not listening, jumping to conclusions, and making assumptions. The Instructor's guidance will include prompts to help students understand how interpersonal difficulties can arise and can create life-long rifts in relationships.</p>	<p>4. Students will actively engage in discussion – asking and responding to questions.</p>
<p>5. Lesson will culminate in a personal journal entry. Students will identify what they will do differently to improve communication in a specific relationship.</p>	<p>5. Students will create an entry in their journals. See Formative Assessment for prompt.</p>

Teacher Follow-Up Activities

Classroom teacher will be encouraged to reinforce concept that a good listener can help make and keep friends.

Counselor reflection notes (completed after the lesson)

Listening Stems

Name: _____ Date: _____

I get angry when... _____

I am happiest when... _____

I am afraid when... _____

I hold back my feelings when... _____

I feel sorry for myself when... _____

I avoid... _____

I wish... _____

I would like to learn more about ... _____

I get most irritated when... _____

I care about... _____

I get most excited about... _____

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Origins: A simple word game (for use in human relations trainings)

Grade Level: 10

Length of Lesson: 30 - 45 minutes

Lesson # 4 of 8

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation(s) (GLE):

PS.2.B.10.a.i: Promote acceptance and respect for cultural differences within the global community

American School Counselor Association National Standards (ASCA):

Personal Social Development

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

Materials (include activity sheets and/ or supporting resources)

Timer

Three judges

Instructions: "*Origins: A simple word game for use in human relations training*"

Activity Sheet: "*Origins: What do these words and phrases mean?*" 2 sets on different colored paper

Definitions: "*Origins: What do these words and phrases mean?*"

Information pertaining to this activity may be found at the following location:

Teaching Tolerance

400 Washington Avenue

Montgomery, Alabama 36104

www.tolerance.org www.teachingtolerance.org

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 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	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 7. Identifying and evaluating relationships between language and culture
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	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Subjective observation of the activity.

Lesson Preparation

Essential Questions:

“Respect is a two-way street!” What is the below-the-surface meaning?
How does the statement relate to our world’s leaders, to you in your relationships with others?

Engagement (Hook):

Music and publicity over the announcements reflecting respect.

Procedures

Instructor Procedures:

Note: The specific instructions for this lesson may be found on the “Origins: A simple word game for use in human relations training “handout.”

In advance, decide which words will be used for each round. Copying the word lists for each round on different colors of paper (e.g. Round One on yellow paper—Round Two on blue).

Choose three students to be judges and give

Student Involvement:

<p>each judge a set of instructions; put remaining students in groups of 5 - 6 people.</p> <ol style="list-style-type: none">1. Put words/phrases for Round One face down on the table and inform students they will have 4 minutes per round. Start the timer with 4 minutes.2. At the end of four minutes, students are instructed to put down their pens. Ask each group to read the answers for the first word. After each group has answered, read the explanation from the definition sheet. <p>Each judge records the score on his or her score sheet.</p> <p>Continue activity with each word or phrase.</p> <ol style="list-style-type: none">3. Closure: Have students do a two-minute private writing regarding their thoughts and feelings as they discussed the words. Ask students to share their thoughts. Encourage students to monitor their words to show respect for others.	<ol style="list-style-type: none">1. Students will thoughtfully participate in "Origins" as either group participants or judges. For each round, students will give the common usage and origins of the words or phrases.2. Students must come up with an answer even if they have never heard of the word or phrase. The judges will assign the points for each round.3. Students will complete a thoughtful 2 minute-writing in their journal. Students may volunteer to tell the class one of his/her thoughts.
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Teacher Follow-Up Activities

Instructor gives students an opportunity to create other words that may have similar meanings as those expressed in the activity.

Counselor reflection notes (completed after the lesson)

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TEACHING TOLERANCE

www.teachingtolerance.org

Instructions for “*Origins: A simple word game for use in human relations training*”

Note to Instructor:

You need an inexpensive kitchen timer for this activity. Copying sheets on colored paper will make it easier for you to keep the question sheets for each round together. After handing out the instructions below to three randomly selected judges, the instructor does not need to do anything.

Instructions to Judges:

1. Put students in groups of 5-6 people.
2. Put questions for Round 1 face down at tables; start the timer with 4 minutes.
3. At the end of 4 minutes, tell the students to put down their pens. Ask each group to read its answer for 1. After each group has answered, read the answer from the definitions sheet. Each judge records the points on her/his score sheet. Continue doing this with each question. No one can challenge the judges’ scores or ask to see the score sheets.
4. Repeat #2 with questions for Round 2, etc.
5. Add each judge’s points on the board after each round and announce winners.

Instructions to Groups:

Each group will have 4 minutes for each round. For each round, give the common usage and origin of words or phrases on the sheet. You must come up with something even if you have no idea what it means. There are two possible points for the common usage and three possible points for the origin of the word or phrase. The judges will assign the points for each round.

ACTIVITY SHEET: *ORIGINS*: What do these words or phrases mean?

(Adapted from Sudie Hofmann's introduction to "*Origins*".
<http://www.tolerance.org/teach/activities/activity.jsp?ar=657>)

The word game *Origins* reveals the history and prejudice of many words or expressions commonly used in the United States. We use these words or phrases everyday without thinking about their original meaning. If we knew the origin of the words, would we use them? This game will help you decide for yourself.

Following is a list of words – Describe their common usage and their origins (if you don't know the usage or the origin, make up something that seems "right").

General Rules: Three judges will be selected from the class; the rest of you will work in small groups. There will be two rounds (your instructor will tell you which words from the list are included in each round); during each round you will have four (4) minutes to work together and write the common usage and origin for the designated words (you **MUST** write an answer -- even if you have no idea of the meaning or origin—make one up!); at the end of four (4) minutes, groups will report their answers.

Earning Points: Two (2) possible points for the common usage; three (3) possible points for the origin of the word or phrase. Judges will award points.

At the end of each round, the judges will read the actual definitions and origins of the terms from the key.

1. **Gypped**

Common usage: _____

Origin: _____

2. **Jew you down**

Common usage: _____

Origin: _____

3. **Mulatto**

Common usage: _____

Origin: _____

4. **Lame**

Common usage: _____

Origin: _____

5. **Hick**

Common usage: _____

Origin: _____

6. Evil eye

Common usage: _____

Origin: _____

7. Iron Maiden

Common usage: _____

Origin: _____

8. Indian giver

Common usage: _____

Origin: _____

9. Paddy Wagon

Common usage: _____

Origin: _____

10. Russian roulette

Common usage: _____

Origin: _____

11. Hag

Common usage: _____

Origin: _____

12. Chinese fire drill

Common usage: _____

Origin: _____

13. Chinese home run/Harlem home run

Common usage: _____

Origin: _____

14. Jaywalking

Common usage: _____

Origin: _____

15. Bury the Hatchet

Common usage: _____

Origin: _____

16. Bedlam

Common usage: _____

Origin: _____

17. Corny

Common usage: _____

Origin: _____

18. Hold down the fort

Common usage: _____

Origin: _____

19. Welsh (verb)

Common usage: _____

Origin: _____

20. Low person on the totem pole

Common usage: _____

Origin: _____

21. Indian summer

Common usage: _____

Origin: _____

22. Dutch bargain

Common usage: _____

Origin: _____

23. Dutch treat

Common usage: _____

Origin: _____

24. Redneck

Common usage: _____

Origin: _____

25. Gypsy Cab

Common usage: _____

Origin: _____

26. On the Warpath

Common usage: _____

Origin: _____

What do you think? Now that you know the origins of these words and phrases, will you continue to use them? What words might you use instead?

Teaching Tolerance

www.teachingtolerance.org

DEFINITIONS: *ORIGINS*: What do these words or phrases mean?

1. GYPED

Common usage: One has been cheated.

Origin: Belief that Gypsies (Hindu people from East India & Balkan states) will cheat you or steal from you.

2. JEW YOU DOWN

Common usage: Hard negotiation to lower a price.

Origin: Belief that Jewish people are cheap and unethical in business. Longstanding literary references promote stereotypes that relate Jewish people to the practices of money changing usury.

3. MULATTO

Common usage: One African American parent and one White Parent.

Origin: Spanish word for a mule, which is the sterile offspring of a horse and a donkey. There is some evidence that it is also an Arabic word.

4. LAME

Common usage: A statement or behavior that is foolish or not well reasoned.

Origin: Belief that someone with a disability is incompetent or stupid.

5. HICK

Common usage: To describe something that is unsophisticated, outdated or stupid.

Origin: 16th century nickname for the given name Richard. Refers to a person who lives in the country.

6. EVIL EYE

Common usage: Evil or dirty look.

Origin: Belief in Europe and the Middle East that women could possess an evil eye, especially common in European witch trials.

7. IRON MAIDEN

Common usage: Tough, humorless woman.

Origin: Large metal enclosure coffin shaped and lined with iron spikes. Used during witch trials to torture and kill women suspected of being witches.

8. INDIAN GIVER

Common usage: Taking back a gift.

Origin: Indigenous American communities had a different concept of ownership; the focus was on sharing or trading. Things given to the colonists by Native Americans may have been reclaimed from colonists if they did not reciprocate.

9. PADDY WAGON

Common usage: Police van.

Origin: Derogatory term for Irish people based on the Irish name of Paddy. Although, in the past, many police officers on the East Coast were Irish, some also contend that this was a cart used to round up Irish immigrants for disorderly behavior.

10. RUSSIAN ROULETTE

Common usage: Potentially fatal game of dare with a revolver, which applies the concept of roulette.
Origin: Belief that Russian culture is fatalistic.

11. HAG

Common usage: Ugly or old woman.
Origin: Holy woman. Derived from Egyptian heq, meaning matriarchal ruler..

12. CHINESE FIRE DRILL

Common usage: All occupants of a car stopped at a traffic light quickly exit the car, run around the vehicle, and return to the car through the same door.
Origin: Belief that Chinese culture is chaotic and the implication is that Chinese people are stupid and would run back into a burning building.

13. CHINESE HOME RUN/HARLEM HOME RUN

Common usage: Perceived unfair homerun because of a mythical short fence around the field.
Origin: Stereotype originated in California, based on the reality that Chinese labor was cheap and the expression eventually meant “cheap shot.” Sportswriters have also referred to some homeruns as homer foo you, chow mein smash, and egg roll bingle.

14. JAY WALKING

Common usage: Violating pedestrian laws.
Origin: Belief that a jay, a person uneducated about city life, was incapable of crossing the street legally.

15. BURY THE HATCHET

Common usage: To settle one’s differences..
Origin: A 14th century British song titled “Hong up then hatchet and thi knyf.” No historical usage by Indigenous people of North America.

16. BEDLAM

Common usage: Noise and chaos.
Origin: Term derived from Bethlehem, a London institution for people with mental disabilities.

17. CORNY

Common usage: Stupid or comical ideas or behavior.
Origin: Belief that rural people, particularly people from farms, are foolish and uneducated.

18. HOLD DOWN THE FORT

Common usage: Stay behind and manage the affairs of the office or home.
Origin: Protect the forts (military term for fortifying the building) of European American colonists against attacks by Indigenous people.

19. WELSH (VERB)

Common usage: Renege on an agreement or promise.
Origin: Nursery rhyme “Taffy was a Welshman, Taffy was a thief.” Later extended to refer to English bookies who fled to Wales to avoid paying bettors.

20. LOW PERSON ON THE TOTEM POLE

Common usage: Used by non-Indigenous people to indicate that a person is low in seniority or significance in an organization.

Origin: American Indian culture and positions of clan members on a totem, e.g. Bears on the bottom for strength and Eagles on the top for flight. Balance and equality were stressed.

21. INDIAN SUMMER

Common usage: Unusually warm days in the fall.

Origin: Belief that American Indians engage in deceit and trickery in their dealings with British colonists. Indian Summer is a false summer. Indian is used in several contexts to denote something that is cheap or false, witness Indian-giver and Indian-corn. Also supporting this idea is the British phrase St. Martin's Summer referring to the same meteorological phenomenon. St. Martin suggests something cheap or false, primarily because dealers in cheap jewelry gathered at the location of London's Church of St. Martin-de-Grand after it was torn down in the 16th century. St. Martin's day is 11 November, which often corresponds to the spell of warm weather. (From <http://www.wordorigins.org>)

22. DUTCH BARGAIN

Common usage: Appears to be a bargain, but is in fact a bad investment.

Origin: Belief that people from Holland are unethical and will attempt to sell something of little worth to unsuspecting customers.

23. DUTCH TREAT

Common usage: Each person pays for her/himself when out for dinner or entertainment.

Origin: Belief that originated in England and perpetuated the stereotype that people from Holland are uncharitable or cheap.

24. REDNECK

Common usage: A white male who has unenlightened, narrow, and racist views.

Origin: Belief that white men who do day labor (sunburned neck) hold prejudiced views and are uninformed about social issues.

25. GYPSY CAB

Common usage: A taxi cab which picks up illegal fares, i.e. is only licensed to respond to calls but illegally searches the streets for passengers.

Origin: Belief that gypsies (Rumanies – Hindu ethnic group of East Indians living in Balkan states and the U.S.) steal and engage in unlawful activities.

26. ON THE WARPATH

Common usage: Description of someone who is engaging in angry, confrontational behavior.

Origin: Reference to American Indians waging war.

SOURCES:

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Wilton, D. (2004). *Word Myths: Debunking Linguistic Urban Legends*. New York: Oxford University Press.

www.members.aol.com/morelandc/haveorigins.htm

www.wordorigins.org

The author is interested in any dialogue regarding this exercise. Linguists recognize that words may have multiple origins and this could be true for any of the words used in the exercise. In addition, if you have suggestions for expanding this exercise, please contact the author (**Sudie Hofmann, St. Cloud State University, St. Cloud, MN**)

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Difference

Lesson Title: Using Negotiation to Settle Difficulties

Lesson: 5 of 8

Grade Level: 11

Length of Lesson: 30 - 45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE)

PS.2.A.11.a.i: Apply interpersonal skills needed to maintain quality relationships

PS.2.C.11.a.i: Accept personal responsibility in conflict situations

American School Counselor Association National Standards (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, 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 (include activity sheets and/ or supporting resources)

Black/White Board or an overhead projector

Index cards

Pens

Pencils

“Negotiating Skills Components” handout

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
X	Goal 2: Communicate effectively within and beyond the classroom 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 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 and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem

	8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

After each role-play, the class will discuss the enactment of scenario and the effectiveness of choices made by participants. Each student will contribute a "Helpful Hint" for resolving conflict while respecting others. Hints will be compiled into a booklet and distributed to students.

Lesson Preparation

Essential Questions:

What does a quality relationship look like and how is it maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Instructor will pose the following question: Have you ever done something you knew was wrong but you did it anyway due to peer pressure? (Instructor will self-disclose a personal experience from his or her past.)

Procedures

Instructor Procedures:	Student Involvement:
1. Instructor will provide the “Negotiating Skills Components” handout.	1. Students review list of “Negotiating Skills Components” handout.
2. Instructor will select two students to role-play a mock argument in which one student is trying to convince the other to skip school in order to be accepted into a group.	2. Students will volunteer to perform the mock role-play. Be sure to monitor the frequency of participation...to assure that no student monopolizes the time. Others students will watch and note which skills from the “Negotiation Skills Components” worksheet were utilized.
3. Instructor will facilitate a discussion of the role-play and the negotiation skills utilized.	3. Students will participate in discussion of role-play and skills utilized.
4. Instructor will direct students to work in pairs to create new role-plays involving peer pressure (use index cards).	4. Each student pair will develop a role-play and will write the scenario on an index card.
5. Instructor will collect and randomly select scenarios and students to perform role-plays as time permits.	5. Students will role-play selected scenarios incorporating skills from the “Negotiating Skills Component” handout.
6. After each role-play, instructor will facilitate a discussion of the role-play and skills utilized.	6. Students will participate in discussion of role-play the skills utilized and the relationship of role play to real-life conflict situations.

Teacher Follow-Up Activities

Instructor leads discussion on ways in which negotiation techniques can be used to avoid gang violence, and problems between friends, family, and school.

Counselor reflection notes (completed after the lesson)

Negotiating Skills Components

1. Decide if there is a problem between you and any other person(s).
2. Inform that person(s) about what you think is the problem.
3. Meet face to face to discuss the problem.
4. Listen to each other with open minds.
5. Respect each other's opinions.
6. Take a few minutes to recycle the other person's opinions in your mind.
7. Try to determine why he/she felt that way.
8. Avoid "finger-pointing".
9. Work out a compromise that pleases both of you.

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Diversity Day

Lesson 6 of 8

Grade Level: 11

Length of Lesson: 90 minutes – one day

Missouri Comprehensive Guidance Standard:

PS2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.B.11.a.i: Exhibit respect for different cultures and points of view

American School Counselor Association National Standards (ASCA):

Personal Social Development

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

Materials (include activity sheets and/ or supporting resources)

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musicians
- Scottish Storyteller/Bagpipe player
- Square Dancers/Square dance caller

Performance Areas with chairs and adequate space

Signs for each location

A/V equipment as needed

Publicity

Thank-you notes

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 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 4. Present perceptions and ideas regarding works of the arts, humanities and sciences

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	5. Perform or produce works in the fine and practical arts
	Goal 3: Recognize and solve problems
	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	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
X Health/Physical Education	4. Principles of movement and physical fitness
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will complete an evaluation/short reflection of the day using the following:

Stems as possible prompts: I learned I...

I wish I...

After observing and talking with the dancers and musicians.

I want to...In order to learn more about the cultural traditions represented I will

_____.

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Music and publicity during morning announcements prior to “Big Day.”

Procedures

Instructor Procedures:

1. Form a committee of students and staff to plan the day.
 - Determine how many class periods and performers are appropriate.
 - Contact and organize performers and set up performance times.
 - Design method for assigning classes or student body to various venues.
 - Publicize event through the web page, flyers, announcements, and school paper.
 - Set up performance areas.
2. Assist performers as necessary.
3. Write thank-you notes.

Student Involvement:

1. Students will participate in the planning of “Diversity Day” (hour or day) activities.
2. Student body will participate in “Diversity Day” or hour.
3. After the performance, students will write an evaluations/short reflection of performances to be given to counselor. Students will write an entry in their journals following the prompt provided in the formative Evaluation.

Teacher Follow-Up Activities

Instructor can encourage a deeper understanding of various cultures through research, videos, food, further performances, etc.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Managing Conflicts

Lesson 7 of 8

Grade Level: 12

Length of Lesson: 30 - 45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectation(s) (GLE):

PS.2.A.12.a.i: Exhibit the interpersonal skills to maintain quality relationships

PS.2.C.12.a.i: Utilize and accept personal responsibility in relationships with others

American School Counselor Association National Standards (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, 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.
- C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Pens

Pencils

“Managing Conflicts” worksheet

“Alternative for Solving Conflicts” handout

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 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 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 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 and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises

	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
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 6. Identify tasks that require a 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	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	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Student Self-Assessment: Students will review their responses to questions on handouts provided.

Lesson Preparation

Essential Questions:

What does a quality relationship look like and how is it maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Everyone gets into conflicts, whether they are with a parent, teacher, friend, or stranger.

Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a

time a conflict turned out well and a problem was solved, or a situation managed, or there was just a “clearing of the air.” Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you? Share your answer with a partner.

Procedures

Instructor Procedures:	Student Involvement:
1. Distribute “Managing Conflicts” worksheet.	1. Students review “Managing Conflicts” worksheet, asking for clarification where needed. Role-playing may be used as a practice opportunity.
2. Direct students to answer questions on the second page of the worksheet.	2. Students ask and answer questions.
3. Facilitate discussion regarding students’ relationships and conflicts. The questions on the second page of the worksheet will serve as prompts to “break the ice.”	3. Students participate in discussion.
4. Distribute and discuss “Alternatives for Solving Conflicts” handout.	4. Students review and discuss “Alternatives for Solving Conflicts” worksheet.
5. Direct students to answer the following (or similar) questions: What did you learn about yourself during this activity? Which of the six alternatives would you like to try more often?	5. Students respond in writing to the questions.
6. Collect and review worksheets with student responses. Use as means to identify those who may be having difficulty negotiating conflict.	6. Students will hand in responses to worksheets.

Teacher Follow-Up Activities

Journal and role-play alternatives for solving conflicts. It will reinforce learning for students if they are provided time to use the skills learned in the lesson.

Counselor reflection notes (completed after the lesson)

MANAGING CONFLICTS

Name: _____ Date: _____

Everyone gets into conflicts--with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, a situation managed, or there was just a "clearing of the air." Conflicts can also result in negative feelings that leave us feeling badly about ourselves and others. Has either happened to you?

RESULTS OF CONFLICTS

When hassles are eventually resolved, there are three possible outcomes:

Both people feel hurt: Both people fight (physically or verbally). When this happens, the problem continues. There is no respect for self or others as a result. More than likely, there will be another fight.

One person feels hurt and the other gets his/her way: One person fights (physically or verbally). The other person quits or runs. The problem may be settled, but both people disrespect each other and themselves. The loser may seek revenge or take it out on someone or something else.

No one is hurt: No one fights or argues. Each says his or her position. Each person listens. Alternatives are used to settle the hassle. There is no "loser" or "winner" and everyone maintains respect for others and themselves.

THESE THINGS MAKE CONFLICTS WORSE

Violence (Physical or Verbal): Violence destroys any basis for compromise and ruins friendships. It rarely deals with the real problem, and usually causes more problems. People don't often forget physical or verbal abuse.

Running Away: Running away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit. People who give in are usually taken advantage of by others.

Telling on Someone: Telling can make the problem worse. It makes others lose respect for you, and it can indicate you want others to solve conflicts and make decisions for you. However, there are times when telling IS appropriate. If a conflict has the potential of resulting in harm to you or to others it is important to get help from a responsible adult.

You and Conflict—Tell your story—Begin with a time you used violence, ran away or told on someone when it was not appropriate.

a. What was the conflict?

b. What happened? How did you handle the situation?

c. How did you feel about it?

d. How would you handle it differently if you could do it over?

Alternative for Solving Conflicts

1. **Use “I” messages**—State the problem in terms of how it makes you feel; do not place blame on the other person. Example of an “I” message: “I am really hurt when you talk behind my back.” Example of a “you” message that places blame: “You are so stupid when you talk behind my back.”
2. **Listen closely**—Let the other person know you are willing to listen to his or her side. Example: “I’m listening,” or “Go ahead; I’ll listen.”
3. **Get help**—Use others to help solve a problem. A third person can often bring a new perspective or solutions to a conflict.
4. **Make a deal**—Compromise. Being willing to give in to certain conditions if the other person is also willing can usually be done by making a suggestion.
5. **Apologize**—Let the other person know you are sorry the conflicts happened, whether you feel you are right or wrong. If you really feel as though you are wrong, you can gain respect from others by apologizing. Example: “We don’t seem able to solve this, but I am sorry you feel badly about it. I do too.”
6. **Cool it**—Dropping it is good for cooling off or avoiding no-win situations.

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: A Place At The Table

Lesson 8 of 8

Grade Level: 12

Length of Lesson: 90 minutes

Missouri Comprehensive Guidance Standard

PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE)

PS.2.B.12.a.i: Advocate respect for individuals and groups

American School Counselor Association National Standards (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, 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.
- C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

The Teaching Tolerance learning package “A Place at the Table” motivated the idea for this lesson. The message has broader meaning when the learning package is used; however, knowing that not everyone will have quick access to the learning package, the lesson was modified. You are, nonetheless, urged to “visit” the tolerance.org and teachingtolerance.org websites. The sites provide access to a wealth of information about such topics as race, gender, ethnic, and cultural issues. For example, valuable information about “hate group” activity in the United States as well as free or inexpensive materials for teachers are accessible from the website.

“A Place At The Table” video, book, and lesson plans are available for free at the website listed below:

http://www.tolerance.org/pdf/tt_materials_order_form.pdf

Teaching Tolerance

400 Washington Avenue

Montgomery, Alabama 36104

www.tolerance.org www.teachingtolerance.org

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

X	Goal 1: Gather, analyze and apply information and ideas <ul style="list-style-type: none">1. Develop questions and ideas to initiate and refine research2. Conduct research to answer questions and evaluate information and ideas5. Comprehend and evaluate written, visual and oral presentations and works6. Discover and evaluate patterns and relationships in information, ideas and structures
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	<ul style="list-style-type: none"> 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 4. Present perceptions and ideas regarding works of the arts, humanities and sciences
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 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 and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 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	<ul style="list-style-type: none"> 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 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	
X	Health/Physical Education	6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
X	Fine Arts	5. Visual and performing arts in historical and cultural contexts

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

At the conclusion of the lesson, students will write a reaction to the video.

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Instructor will set a FORMAL place setting with multiple utensils. Students will be asked to identify the correct use for each eating/serving utensil.

Procedures

Instructor Procedures:

1. Instructor reviews the correct use of each utensil at the table and asks students to think about situations in which they felt uncomfortable or wanted a place at a table but access was denied. Lead the conversation toward the metaphorical meaning of the phrase "A Place at the Table."
2. Instructor will show the video "A Place at the Table" and discuss reactions.
3. Instructor directs students to research their racial identity/heritage in relationship to finding a place at the table.
4. Students will be asked to develop a plan for their involvement with an advocacy group.

Student Involvement:

1. Students will actively participate in the discussion posing as well as answering questions. Students will share their experiences in small groups. Following the small group sharing, students will be invited to share situations in which they have felt uncomfortable.
2. Students will watch the video "A Place at the Table" and share reactions.
3. Students will begin their research by interviewing their oldest living relative. As students seek information, they will listen for their families' struggles to find a place at the table. They will develop a creative expression of their heritage (write a short essay, poem, song, dance or rap about their findings).
4. Students will identify an advocacy group and develop a written proposal for involvement.

Teacher Follow-Up Activities

Instructor may have students write a research-based report on their cultural identity.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Personal Safety Skills and Coping Strategies

Grade Level: 9-12

Number of Lessons in Unit: 5 (2-9th grade lessons; 1 lesson each for 10th -12th grades)

Time Required for each lesson: 45-50 minutes

Best time of year to implement this Unit: Fall and/or Spring Semester

Lesson Titles:

9th Grade Lesson # 1: Safe and Healthy Life Choices

Materials/Special Preparations Required

“Safe & Healthy Choices” worksheet

List of local resources

9th Grade Lesson # 2: Safe and Healthy Choices (Part II)

Materials/Special Preparation Required

Video or Speaker on dangerous risk taking behavior (e.g., Alcohol and other Drugs, Gambling, Smoking, Rape, Sexual Harassment, Cyberspace and School Space Bullying, Gangs)

“Presentation Review Assessment” worksheet

10th Grade Lesson 3: Risk Taking Behaviors

Materials/Special Preparations Required

Video or Speaker on dangerous risk taking behavior (e.g. Alcohol and other Drugs, Gambling, Smoking, Rape, Sexual Harassment, Cyberspace and School Space Bullying, Gangs)

“Presentation Review Assessment” worksheet

11th Grade Lesson # 4: Fatal Accident

Materials/Special Preparations Required

Docudrama or program provided by community emergency resources (e.g. highway patrol, police, fire department, hospital, etc)

12th Grade Lesson # 5: Community Wellness Fair

Materials/Special Preparations Required

List of community health and safety agencies

Envelopes and Letterhead

Thank you Notes

Tables

Chairs

Signs for each table to represent agency in attendance

VCR's, TV's, Computer Hook-up's as needed

Flyers announcing Wellness Fair

Hospitality Room with Snacks for exhibitors

Newspaper Article to promote community involvement

Missouri Comprehensive Guidance Standard:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation(s) (GLE):

PS.3.A.09.a.i: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.

PS.3.A.10.a.i: Utilize decision-making skills to evaluate risk-taking behavior.

PS.3.A.11.a.i: Analyze the impact of personal decisions on the safety and health of self and others.

PS.3.A.12.a.i: Utilize decision-making skills to make safe and healthy life choices.

PS.3.B.09.a.i: Identify and utilize resources available to address personal safety issues.

PS.3.B.10.a.i: Evaluate and review resources that address personal safety issues.

PS.3.B.11.a.i: Demonstrate skills that reinforce a safe environment for all students.

PS.3.B.12.a.i: Advocate for the personal safety of self and others.

PS.3.C.09.a.i: Identify resources to help individuals cope with life changes or events.

PS.3.C.10.a.i: Analyze and refine individual coping skills to manage life-changing events.

PS.3.C.11.a.i: Apply individual coping skills to manage life-changing events.

PS.3.C.12.a.i: Exhibit coping skills to manage life-changing events.

American School Counselor Association National Standards (ASCA):

Personal Social Development

C. Students will understand safety and survival skills

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
X	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	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistic
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion 3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control.

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		5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Unit Assessment (acceptable evidence):

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

Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices.

Students will demonstrate positive coping skills in managing life events by utilization of community resources.

Brief Summary of Unit:

Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well being, or when a life situation requires a new way of coping.

Unit Goals:

Identify, advocate, and manage life-changing events and make healthy life choices.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Problem solving steps, and decision-making and refusal skills.

Unit #1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Safe and Healthy Life Choices **Lesson #** 1 of 5

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectations (GLEs):

PS.3.A.09.a.i: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.

PS.3.B.09.a.i: Identify and utilize resources available to address personal safety issues.

PS.3.C.09.a.i: Identify resources to help individuals cope with life changes or events.

American School Counselor Association National Standards (ASCA):

Personal Social Development

C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

List of local social services resources in your area.(e.g. Rape and Abuse Crisis Center)
Samples of printed information available through individual agencies (request enough copies for every ninth grade student)
“Safe & Healthy Choices” worksheet

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

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
	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	
X	Health/Physical Education	7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will analyze and assess life-changing events through a series of written questions.

Lesson Preparation

Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life-changing events?
- How can refusal skills promote personally responsible decisions?

Engagement (Hook):

- Your best friend just told you he/she is thinking about suicide. What do you do?
- Where do you get help?

Procedures

Instructor Procedures:

1. Hand out "Safe and Healthy Life Choices" worksheet.
2. Upon completion counselor will facilitate discussion of responses.
3. Review and provide resource materials from local agencies.

Student Involvement:

1. Students will complete the worksheet individually.
2. Students will discuss responses in a small group and with the whole class.
3. Students will receive information on local resources. In groups of 5-6, students will identify contact persons for the resources that are available in their community.

Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

Counselor reflection notes (completed after the lesson)

Safe & Healthy Choices

1. Five choices that can lead to safe and healthy or unsafe and/or unhealthy decisions my peers and I will face in high school are:
2. Factors that influence my decision to make healthy or unhealthy life choices include the following:
3. What life changing events are likely to (or may) occur in my or my life peers' lives?
4. Where can I receive assistance to help with specific life changing events?

Unit #1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Safe and Healthy Life Choices (Part II)

Lesson # 2 of 5 (This lesson is a continuation of 9th Grade Lesson 1)

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):

PS.3.A.09.a.i: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.

PS.3.B.09.a.i: Identify and utilize resources available to address personal safety issues.

PS.3.C.09.a.i: Identify resources that can help manage life changes or events.

American School Counselor Association National Standards (ASCA):

Personal Social Development

C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

Video or Speaker on a risk taking behavior (i.e. Drugs, Alcohol, Rape, Sexual Harassment, Bullying, Cyberspace, Gangs)

“Presentation Review Assessment” worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas
	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

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	
X	Health/Physical Education	5.Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion and written assessment.

Lesson Preparation

Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life-changing events?

Engagement (Hook):

- John, you have just taken a sip of your father's cocktail. Are you at risk?
- Jane, Mark wants you to "try" marijuana with him. Are you at risk?

Procedures

Instructor Procedures:	Student Involvement:
1. Following engagement via "hook", the counselor will introduce presenter or video.	1. Students will listen to introduction of presenter or video and write questions they have/hope to answer through the presentation.
2. Presenter will present or video will be shown.	2. Students will listen to presentation or watch video and take notes.
3. Counselor will facilitate follow-up discussion.	3. Students will participate in discussion in small groups.
4. Counselor will distribute "Presentation Review Assessment" worksheets.	4. Students will complete "Presentation Review Assessment" worksheet.

Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist other in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...



Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist other in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...



Unit #1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Risk Taking Behaviors

Lesson # 3 of 5

Grade Level: 10

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):

PS.3.A.10.a.i: Utilize decision-making skills to evaluate risk-taking behavior.

PS.3.B.10.a.i: Evaluate and review resources that address personal safety issues.

PS.3.C.10.a.i: Analyze and refine coping skills to manage life-changing events.

American School Counselor Association National Standards (ASCA):

Personal Social Development

C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

Video or Speaker on a risk taking behavior (e.g., Alcohol and other Drugs, Gambling, Smoking, Rape, Sexual Harassment, Cyberspace and School Space Bullying, Gangs)
“Presentation Review Assessment” worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas
	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

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	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills referencing dangerous risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion and written assessment.

Lesson Preparation

Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life-changing events?

Engagement (Hook):

Are you at risk?

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> Following engagement via “hook”, the counselor will introduce presenter or video. Presenter will present or video will be shown. Counselor will facilitate follow-up discussion. Counselor will distribute “Presentation Review Assessment” worksheets. 	<ol style="list-style-type: none"> Students will listen to introduction of presenter or video and write questions they have/hope to answer through the presentation. Students will listen to presentation or watch video and take notes. Students will participate in discussion in small groups. Students will complete “Presentation Review Assessment” worksheet.

Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

Counselor reflection notes (completed after the lesson)

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Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist other in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...



Presentation Review Assessment

(Circle yes or no)

- Yes No 1. I can identify risk-taking behaviors.
- Yes No 2. I have been involved in a risk-taking behavior.
- Yes No 3. I know where to find resources to assist with personal safety issues.
- Yes No 4. I know how to assist other in finding resources for life changing events.
- Yes No 5. Today's program was helpful in addressing personal safety.
- Yes No 6. I know my counselor has appointments and/or resources to assist me.

I'd like to know more about ...



Unit #1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Fatal Accident

Lesson # 4 of 5

Grade Level: 11

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):

PS.3.A.11.a.i: Analyze the impact of personal decisions on the safety and health of self and others.

PS.3.B.11.a.i: Demonstrate skills that reinforce a safe environment for all students.

PS.3.C.11.a.i: Apply individual coping skills to manage life-changing events.

American School Counselor Association National Standards (ASCA):

Personal Social Development

C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Docudrama or program provided by community emergency agencies (e.g. highway patrol, police, fire department, hospital).

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
X	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	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
X	Science	2. Properties and principles of force and motion
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills referencing risk-taking behaviors; address personal/safety issues, and management of life changing events through discussion.

Lesson Preparation

Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life-changing events?

Engagement (Hook): Play audio of sounds of an automobile crash, including the silence the That follows the crash. After students hear audio of crash ask: "What was that!?"
 Students share their thoughts and feelings about what they heard.

Procedures

Instructor Procedures:	Student Involvement:
1. The counselor will introduce the presenter.	1. Students will listen to the introduction of the presenter. Each student will formulate (in writing) at least one personally relevant question he or she wants to have answered.
2. The presenter from an Emergency Personnel Agency will present information.	2. Students will listen to the presentation and formulate additional questions.
3. Presenter and/or counselor will lead follow-up discussion.	3. In small groups students will participate in discussion of the meaning/application of concepts presented.
4. Presenter will provide handouts/resources from their area of specialty.	4. Students receive information provided, review and ask questions..

Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Personal Safety Skills and Coping Strategies

Lesson Title: Community Wellness Fair

Lesson # 5 of 5

Grade Level: 12

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying Personal Safety Skills and Coping Strategies

Grade Level Expectation (GLE):

PS.3.A.12.a.i: Utilize decision-making skills to make safe and healthy life choices.

PS.3.B.12.a.i: Advocate for the personal safety of self and others.

PS.3.C.12.a.i: Exhibit coping skills to manage life-changing events.

American School Counselor Association National Standards (ASCA):

Personal Social Development

C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

List of community health and safety agencies
Envelopes and Letterhead
Thank you Notes
Tables
Chairs
Sign for each table to represent agency in attendance
VCR's, TV's, Computer Hook-up's as needed
Flyers announcing Wellness Fair
Hospitality Room with Snacks for exhibitors
Newspaper Article to promote community involvement

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
X	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	6. Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	3. Data analysis, probability and statistics
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

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X	Science	3. Characteristics and interactions of living organisms. 8. Impact of science, technology and human activity on resources and the environment.
X	Health/Physical Education	1. Structures of, functions of, and relationships among human body systems. 3. Diseases and methods for prevention, treatment and control. 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students utilize, evaluate, review, and refine decision-making skills referencing risk-taking behaviors; address personal/safety issues, and management of life changing events through observation and discussion.

Lesson Preparation

Essential Questions:

- How do safe and healthy life choices affect our lives?
- What resources are available to manage life changing events?

Engagement (Hook):

- What is a Wellness Fair?

Procedures

Instructor Procedures:	Student Involvement:
1. Pre-Preparation of "Wellness Fair": Committees of 12 th grade students and staff will plan a "Wellness Fair", including "why, who, what, where, when" of event.	1. Seniors students will work with the counselor(s) to plan a "Wellness Fair."
2. Counselor and student committees will organize times for classes to participate in "Wellness Fair".	2. Students will work with the counselor to organize times.

<p>3. Counselor and student publicity committee will write newspaper article, print and distribute flyers announcing “Wellness Fair”.</p> <p>4. The counselor will order food for hospitality room.</p> <p>5. Day of “Wellness Fair” Preparation:</p> <ul style="list-style-type: none"> a. Counselor and student committee will set up tables, chairs, and arrange for parking. b. Counselor will provide student escorts for exhibitors. <p>6. Post-Preparation of “Wellness Fair”:</p> <ul style="list-style-type: none"> 1. Committee cleans-up. 2. Committee will write thank-you notes to exhibitors. 	<p>3. Students will work with the counselor to publicize the “Wellness Fair.”</p> <p>4. N/A</p> <p>5. Day of “Wellness Fair” Preparation</p> <ul style="list-style-type: none"> a. Student committee will set up tables, chairs, and arrange for parking. b. Students escort exhibitors to proper stations. <p>6. Post-Preparation of “Wellness Fair”:</p> <ul style="list-style-type: none"> 1. Students will serve on clean up committee. 2. Students will help write thank you notes to exhibitors.
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Teacher Follow-Up Activities

Teacher will refer student to appropriate resources with student concerns.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Learning for Life

Grade Level: 9-12

Number of Lessons in Unit: 6 (2 lessons each for grades 9, 10; 1 lesson each for grades 11, 12)

Time Required for each lesson: 1 to 2 class periods

Best time of year to implement this unit: Beginning of school year

Lesson Titles:

9th Grade Lesson 1: Study Skills Workshop

Materials/Special Preparations Required:

Personal Study Skills and Habit Review Survey

Study Skills Tip Sheet

MSCA Pointers for Students “Searching for Solutions: Improving Student Study Skills” Call 1-800-264-6722 or email msca @msca@mvp.net for copies

9th Grade Lesson 2: Making Your Own Master Calendar

Materials/Special Preparations Required:

School year calendar

Optional - Blank Calendar

10th Grade Lesson 3: Strategies for Taking Standardized Timed Tests

Materials/Special Preparations Required:

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

(The PLAN PowerPoint may be downloaded from www.act.org/plan.index.html

Information over the PSAT DVD presentation may found at

www.collegeboard.com Test Prep information may downloaded from either website.)

10th Grade Lesson 4: Prioritizing Time

Materials/Special Preparations Required:

Student Planners/Calendars

Index cards

11th Grade Lesson 5: Progressing Toward Graduation

Materials/Special Preparations Required:

Students’ Individual Credit Check and Career Plan

12th Grade Lesson 6: Self-assessment of Self-Management, Study and Test-Taking Skills

Materials/Special Preparations Required:

AD4 Grades 9-12 Summative Self-Evaluation: Parts 1, 2, & 3

Missouri Comprehensive Guidance Standard:

AD.4: Applying skills needed for educational achievement

Grade Level Expectation(s):

AD.4.A.09.a.i: Review and build upon educational skills necessary to progress toward life-long learning goals.

AD.4.B.09.a.i: Review and build upon a self-management system and adjust to increased academic demands.

AD.4.A.10.a.i: Assess and apply educational skills necessary to progress toward individual life-long learning goals.

AD.4.B.10.a.i: Assess and apply a self-management system to meet increased academic demands.

AD.4.A.11.a.i: Consistently utilize educational skills necessary to progress toward individual life-long learning goals

AD.4.B.11.a.i: Consistently utilize a self-management system and adjust to increased academic demands.

AD.4.A.12.a.i: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals.

AD.4.B12.a.i: Exhibit self-management skills necessary for educational achievement.

American School Counselor Association National Standards (ASCA):

Academic Development

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

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 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	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 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 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions

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
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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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Unit Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

The 3-part summative evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. This evaluation is located at the end of the 12th grade lesson.

Brief Summary of Unit:

This unit will continue to develop and evaluate students' self-management, study and test-taking skills that they have obtained during their educational career. These skills will enable them to become life-long learners.

Unit Goals:

Students will utilize skills developed during their educational career to become life-long learners.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

It will be important for the students to be familiar with self-management, goal setting, study and test-taking skills. They will need the ability for apply self-assessment processes.

Unit #1 Title: Learning for Life	
Lesson Title: Study Skills Workshop	Lesson: 1 of 6
Grade Level: 9	
Length of Lesson: 2 class periods	
Missouri Comprehensive Guidance Standard: AD.4: Applying skills needed for educational achievement	
Grade Level Expectation (GLE): AD.4.A.09.a.i: Review and build upon educational skills necessary to progress toward life-long learning goals.	
American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Materials (include activity sheets and/ or supporting resources)

Personal Study Skills and Habits Review Survey Study Skills Tip Sheet MSCA Pointers for Students “Searching for Solutions: Improving Student Study-Skills” (Call 1-800-264-6722 or email msca@mvp.net for copies.)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

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
	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
	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	1. 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	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	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):

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

Assessment for this lesson will be through observation of individual student participation in class discussions. The counselor will monitor the quantity and quality of contributions of individuals. The counselor may choose to collect student checklists to identify individuals that need assistance with specific study-skill strategies.

Lesson Preparation

Essential Questions:

Do personal habits influence study habits?

What are my strongest study-skill strategies?

What study-skill strategies do I need to improve in order to be successful in high school?

Engagement (Hook):

Discussion of personal habits, both effective and ineffective. Transition this into a discussion of ways personal habits influence the development of effective study habits.

Procedures

Counselor Procedures:	Student Involvement:
1. Counselor will begin the class with the question, "What is a habit?" This question may be placed on an overhead, chalkboard or asked verbally. This will lead to a discussion about habits both positive and negative. The counselor will need to keep the discussions about positive and negative habits appropriate.	1. Students will respond with their definition of a habit. Students will also offer examples of both positive and negative habits.
2. Counselor will transition this discussion into personal study-skills habits/strategies. The counselor will ask, "Do you use study-skills habits?" Allow for the students to give responses and	2. Students will tell a partner about the study-skill habits/strategies they developed before coming to high school. (Variation: In groups of 4 or 5, students will create "posters" depicting study skills that

<p>place those responses on an overhead or chalkboard; facilitate a brief discussion about how these habits/strategies were developed and/or learned.</p> <p>3. The counselor will then pass out the “Personal Study Skills and Habits Review Survey”. Allow time for the students to complete both the survey and the questions at the end of the survey.</p> <p>4. After the students have completed the survey and questions, facilitate a class discussion about the study-skills habits students consider to be their strongest and the study-skill habits students consider to be their weakest. (This may need to be the start of the second day)</p> <p>5. Pass out the “Study Skills Tip Sheet” to all students. The counselor will go over the tips sheet with the students. He or she will explain that these tips along with the study-skill habits they are already using will help them be successful in high school. It should also be noted that weaker study-skills habits can be developed to be more successful. The counselor will instruct students to read “Study Skills Tip Sheet” and highlight, underline or circle tips they will implement in order to successfully achieve their goals in high school.</p> <p>6. The counselor may choose to collect the student’s survey sheet. These surveys may be used to identify students who need individual or small group sessions to strengthen positive study-skills habits. The completed surveys will be maintained in students’ portfolios (or other storage system).</p>	<p>have been helpful in their prior learning situations)</p> <p>3. Students will complete the Personal Study Skills and Habits Review Survey and answer the questions at the end of the survey.</p> <p>4. Students will participate in the class discussion and offer personal insights as to their strong study-skill habits and ones they may need to improve in order to achieve their goals.</p> <p>5. Students should read over the “Study Skills Tip Sheet” and identify the tips they will begin using.</p> <p>6. Students will turn in their survey sheets to the counselor.</p>
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Teacher Follow-Up Activities

A possible follow-up activity for the classroom teacher would be to choose one study-skill habit/strategy that a majority of students indicated as “weak” and implement that strategy in the classroom. The classroom teacher could spend some time teaching that study-skill habit to the students in his/her classroom.

Another possible classroom follow-up activity would be to have a question on the next test that asks the students to list the study-skill habits/strategies that they used to prepare themselves for the test. They could also have a classroom discussion while going over the test that would include how students studied for the test and identify the habits that provided the best test results.

Another possible follow-up activity would be for the classroom teachers to introduce a new study-skills habit/strategy at the beginning of each unit. The classroom teacher could stress the importance of using the new habit/strategy as well as others to study and review materials for the unit test.

Counselor reflection notes (completed after the lesson)

Personal Study Skills and Habits Review Survey

Name: _____ **Grade:** _____ **Date:** _____

DIRECTIONS: Read each question about your personal study skills and habits. Rate yourself and check the appropriate box. Answer the three questions after the survey using complete sentences.

Question	Yes	Sometimes	No
1. Do you have a regular time to study?			
2. Do you have a regular place to study?			
3. Do you try to study when you are alert/rested?			
4. Do you begin the study of a topic by quickly glancing over the topic to see what it is about?			
5. Do you think through or process information instead of just reading it?			
6. Do you concentrate fully when you are studying?			
7. Do you express in your own words what the author is saying?			
8. Do you review material/information of each subject that you have studied from previous days?			
9. Do you take meaningful/useful notes over what the teacher says in class?			
10. Do you put notes in an outline form as soon as possible after taking them?			
11. When reviewing your notes do you have enough details to remember what the topic was about?			
12. During lectures, do you look and listen to the teacher?			
13. Do you think about what the teacher is saying as well as listening to what he or she is saying?			
14. Do you think about ways the subject you are studying may be helpful to you later in life?			
15. When you are reading do you keep in mind the overall idea, topic or story?			
16. Do you believe that in addition to learning the details of a subject it is important to know the overall idea as well?			
17. Do you deliberately prepare yourself for participation in class discussions?			
18. Do you deliberately prepare yourself for open-note quizzes or tests?			
19. Do you think through the meaning of test questions before you answer them?			
20. Do you write all homework assignments, tests and projects in your planner to remind yourself what is due?			

Review your survey responses and then answer the following questions.

1. Do you think your study-skills habits/strategies are helping you be academically successful?
Why or why not?

2. Please describe your most successful study-skill habit/strategy. Please include where you learned it and how it helps you.

3. After reviewing your responses to the Study Habits Survey, which habits/strategies do you need to improve in order to successfully achieve your goals in high school?

Study Skills Tip Sheet

Name: _____ Grade: _____ Date: _____

General Study-Skill Tips:

1. Set up a daily time and place to study.
2. Write down homework assignments, tests and project along with due dates.
3. Review your notes and handouts on a daily basis.
4. Begin intensive test preparation. Study everyday as if you have a test the next day.
5. Always look for new study-skills habits/strategies that may work for you!

Note-Taking Tips:

Good note-taking habits can improve your ability to learn and shorten your time when preparing for a test!

1. Listen carefully to the teacher.
2. Always write down things the teacher:
 - a. Writes on the board or overhead.
 - b. Says are important to remember.
 - c. Says over and over and over again.
3. Take your notes in outline form and write clearly!
4. Always put examples, page numbers or reminders next to your notes.
5. Leave room on your paper to expand or add to your notes after class.

Textbook Reading Tips:

Being able to read for content and take notes out of your textbook will allow for you to better understand big ideas and the vocabulary of the unit you are studying.

1. Get the “Big Picture” first. This means glancing through the chapter headings and subheadings.
2. Skim pages if you are looking for a general idea.
3. Read slowly if you are looking for details.
4. Read the summary paragraphs at the end of each section or chapter to get the general idea.
5. Use the SQ3R system (this system is best used over a period of a few days):
 - a. Skim: Skim the chapter before reading it. Be sure to pay attention to all pictures, charts, and diagrams.
 - b. Question: After skimming the chapter write down two or three questions about the chapter or section.
 - c. Read: Read the chapter carefully while taking outline notes of what you are reading.
 - d. Review: Review your notes and use them to answer the questions you developed after you skimmed the chapter (“b” above).
 - e. Recite: Quiz yourself over the main concepts of the chapter.

Test-Taking Tips:

Using these tips will help you be more confident when taking your test and will help alleviate symptoms of test anxiety.

1. Before the test:
 - a. Have several study sessions prior to the test day.
 - b. Do not cram the night before!

- c. Anticipate/predict test questions. Creating a practice test can help with this.
 - d. Complete any review sheets a teacher gives you.
 - e. Review all notes, outlines, note cards, quizzes and/or review sheets for the current test materials.
 - f. Take a deep breath before entering the classroom and tell yourself that you will do well because you have prepared well.
2. During the test:
- a. Relax and take slow deep breaths if you need to calm yourself down.
 - b. Look over the entire test first.
 - c. Manage your time so that you are able to complete all sections.
 - d. Read all directions very carefully.
 - e. Answer questions you know first.
 - f. Circle questions you can't answer; go back and answer them last.
 - g. Review all your answers before turning in your test.
3. After the test:
- a. Read any comments made by your teacher.
 - b. Correct any wrong answers so you can use the test as a way to learn more about a subject...AND to study for finals.
 - c. Talk with your teacher if you have any questions about an answer.

Short Hand Tips:

Developing a short hand system will allow you to take notes in less time.

1. Abbreviate words by:
 - a. Dropping middle letters such as "cont'd" (continued).
 - b. Dropping endings of words such as "Oct." (October).
2. Use common symbols such as:
 - a. c. -- for "about"
 - b. cf. -- for "compare"
 - c. fg. -- for "following"
 - d. i.e. -- for "that is"
 - e. e.g. -- for "for example"
 - f. w/ -- for "with"
 - g. w/o -- for "without"
3. Develop your own common symbols for words that you use frequently in note taking.

Keeping Focused While Studying Tips:

Keeping your body healthy and alert will make studying much easier and allow you to retain more information.

1. Take a short break. Get up and do something after studying for long periods of time. Stretch, take a walk, or get something to eat or drink.
2. After your break, go back to studying. Review your notes to get a fresh start on your subject.
3. Get plenty of sleep.
4. Eat a balanced diet.
5. Exercise regularly.
6. Take time out for fun!

Unit #1 Title: Learning for Life

Lesson Title: Making Your Own Master Calendar

Lesson: Lesson 2 of 6

Grade Level: 9

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

AD.4: Applying skills needed for educational achievement

Grade Level Expectation (GLE):

AD.4.B.09.a.i: Review and build upon educational skills necessary to progress toward life-long learning goals.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

Provide students with a school year calendar. Students may have one in a school planner. Students may also make their own dividing paper into the 9 different months.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 4. Use technological tools and other resources to locate, select and organize information
	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
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	1. 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	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's.
Assessment can be question answer, performance activity, etc.
 Completed Personal Master Calendar for the present school year.

Lesson Preparation

Essential Questions:
 How do I spend my time?

Engagement (Hook): Make up a high school announcement sheet with several time conflicts for activities. Discuss the time demands that each student has such as: homework, activities, family, friends, and chores.

Procedures

Counselor Procedures:	Student Involvement:
1. Read fake (or real) announcements or have coaches/activity advisors interrupt and make announcements during the class.	1. Listen.
2. Ask students the steps they follow to plan their time.	2. Volunteers discuss how they plan their time.
3. Go over the school calendar with the class. Have students put their birthdays and other important dates on their calendars.	3. Students will write important dates on their calendars (end of quarters, special events).
4. Have school activity schedules available and share information with the students.	4. Students add information that is important to them.
5. Ask students to write dates important to them on their calendars.	5. Students continue to fill out calendars.
6. Discuss how conflicts may occur and how to avoid them.	6. Participate in a group discussion about conflicts and priorities.

Teacher Follow-Up Activities

At the beginning of each month ask the teacher to review calendars with students or take out calendars when announcements are read.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Learning for Life

Lesson Title: Strategies for Taking Standardized Timed Tests

Lesson # 3 of 6

Grade Level: 10

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

AD.4: Applying skills needed for educational achievement.

Grade Level Expectation (GLE):

AD.4.B.10.a.i: Assess and apply educational skills necessary to progress toward life-long learning goals.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

Individual student reports from standardized tests

PLAN PowerPoint presentation

PSAT/NMSQT DVD presentation

The PLAN PowerPoint may be downloaded from www.act.org/plan.index.html

Information over the PSAT DVD presentation may found at www.collegeboard.com

Test Prep information may downloaded from either website

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	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
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	6. Participating in formal and informal presentations and discussions of issues and ideas
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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X	Mathematics	3. Data analysis, probability and statistics 6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	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):

Assessment should relate to the performance outcome for goals, objectives and GLE's.
Assessment can be question answer, performance activity, etc.
 Students list or discuss possible ways to improve their test scores.

Lesson Preparation

Essential Questions:

How do study strategies lead to \$\$ for post-secondary education?

What study-strategies do I use in order to best prepare myself for standardized test?

Engagement (Hook): Discussion of what colleges and universities use as their minimum cut off scores on standardized tests for scholarship money (e.g. Bright Flight). Counselors can also bring in scholarship applications listing the criteria for earning those scholarships. Be sure to pay careful attention to the standardized test score requirements.

Procedures

Counselor Procedures:

1. Counselor will present the minimum cut off scores for scholarship money as well as criteria for specific scholarships available.
2. Students' individual score reports will be handed out.
3. Counselor will begin a discussion about individual score reports. The use of the PLAN PowerPoint or PSAT DVD presentation may be used to enhance

Student Involvement:

1. Students will observe and look over the scholarship information.
2. Students will look over their score reports.
3. Students will participate in the discussion.

<p>information.</p> <p>4. Counselor will discuss using individual test results to identify academic strengths and weaknesses. This knowledge will be used to develop a plan for improving academic skills as well as their standardized test scores.</p> <p>5. Introduce websites (listed above in the Materials section) for students to visit.</p> <p>6. Counselor will ask students to list at least 3 ways they will use knowledge about the importance of test scores and their individual results to help them improve their academic skills and their standardized test scores.</p>	<p>4. Students will offer input as to ways to improve their own academic skills and standardized test scores.</p> <p>5. If computers are available students may “go to” the test- prep websites, if not test prep information from the test publisher may be given out.</p> <p>6. Students will list at least 3 ways they will use their test information to help themselves improve their academic scores and their standardized test scores.</p>
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Teacher Follow-Up Activities

Teachers can put up notices as to when the next standardized tests will be given.
 Core area teachers may choose to put together a Prep Course in order to work with students to improve their academic skills and to improve their standardized test scores.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Learning for Life	
Lesson Title: Prioritizing Time	Lesson: 4 of 6
Grade Level: 10	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance Standard: AD.4: Applying skills needed for educational achievement.	
Grade Level Expectation (GLE): AD.4.B.10.a.i: Assess and apply a self-management system to meet increased academic demands.	
American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.	

Materials (include activity sheets and/ or supporting resources)

Student planners Index Cards

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives
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

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 (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as

		surveys, statistics, maps, document)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	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):

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

Observation of discussion and group activities on handling and avoiding time conflicts.
Student's list of priorities. These lists may be collected, photocopied and then returned to the students. This information may be used to help individual students who need additional support.

Lesson Preparation

Essential Questions:

How do I avoid time conflicts in my daily schedule? What are my priorities?

Engagement (Hook): Role play an argument between the teacher and counselor in which one of them plays the role of the student and one plays the role of the teacher. The argument will center on the following scenario:

The student approaches the teacher wanting to miss a very important club/activity meeting after school due to the student having to work. The teacher will inform the student that missing the meeting means he or she will be kicked out of the club/activity due to too many absences. The student will get upset and storm away from the teacher.

This hook is designed to show students how lack of planning may set them up for conflicts.

Procedures

Counselor Procedures:

1. After the "hook", ask students how we could have avoided the conflict.
2. Ask students to recall and write (on an index card) a situation in which they were supposed to be in two places at one time and what they did.
3. Put all responses in a hat and pull out a

Student Involvement:

1. Group discussion about ways the conflict could have been avoided.
2. Students will write a description of their situations and the action taken to resolve time conflict.
3. Participate in/observe/discuss skits.

<p>situation, volunteers will act out the situation. Alternative: Put students in groups of four. Each group has a different situation that is acted out before the other groups.</p> <p>4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?</p> <p>5. Have students list their top 4 time priorities (e.g. family time, study time)</p> <p>6. The priority lists may be collected and assessed. If collected, make copy and return copy to the students.</p>	<p>4. Group discussion. re: priorities and decision-making.</p> <p>5. Make list of priorities and strategies for making sure priorities are scheduled.</p> <p>6. Students will turn in their top 4 priorities.</p>
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Teacher Follow-Up Activities

Discuss specific class time priorities.

Counselor reflection notes (completed after the lesson)

Empty box for counselor reflection notes

Unit #1 Title: Learning for Life	
Lesson Title: Progressing Toward Graduation	Lesson: 5 of 6
Grade Level: 11	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance Standard: AD.4: Applying skills needed for educational achievement.	
Grade Level Expectation (GLE): AD.4.B.11.a.i: Consistently utilize a self-management system and adjust to increased academic demands.	
American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.	

Materials (include activity sheets and/ or supporting resources)

Student Career Plans and Credit Studies (checks).

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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
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 (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	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):

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

Students will engage in a self-assessment of the alignment of graduation requirements, post-secondary goals with the courses they have completed and the grades they have earned to make sure they will graduate "on time."

Lesson Preparation

Essential Questions:

What do I still need to do in high school to be successful and attain my goals after graduation?

Engagement (Hook): Have students write a short paragraph that, in general, states what they will be doing after graduation. Have volunteers share their information with the class. Ask those students who shared to explain how they will go about doing what they wrote about.

Procedures

Counselor Procedures:

1. Ask volunteer students to describe how they plan to achieve graduation goals.
2. Discuss the possible options students have after graduation. Four-year College/University, Two-year College/Technical School, Work, and the Military. Ask students to indicate, if they have not already, which one of those areas they are planning on going into after graduation.
3. Class discussion over what has to be accomplished in high school in order for their goals to be attained.
4. Pass out student Personal Educational Plans and Credit Study sheets and go over the

Student Involvement:

1. Students will read their paragraphs and describe how they plan to attain those goals.
2. Students write down which of the four areas they will be going into after graduation and how that choice will help them attain the goals they identified in #1.
3. Students give suggestions as to what they need to do in order to meet their post-secondary goals.
4. Students will review information on their plans and adjust their plans

plans with the students.	according to what their post-secondary plans are.
5. Have students list what they need to do in order to graduate and prepare themselves for their post-secondary goals.	5. Students list what they still need to do to graduate and prepare for future education or training.

Teacher Follow-Up Activities

Teachers may choose to have their students write a short paper that will outline their goals and the steps needed to attain them.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Learning for Life	
Lesson Title: Self Assessment of Self-Management, Study and Test-Taking Skills	Lesson 6 of 6
Grade Level: 12	
Length of Lesson: 1 to 2 class periods	
Missouri Comprehensive Guidance Standard: AD.4: Applying skills needed for educational achievement	
Grade Level Expectation (GLE): AD.4.A.12.a.i: Achieve educational levels necessary to teach, maintain, and continue with individual life-long learning goals. AD.4.B.12.a.i: Exhibit self-management skills necessary for educational achievement.	
American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Materials (include activity sheets and/ or supporting resources)

9-12 AD 4 Summative Evaluation

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 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 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 8. Assess costs, benefits and other consequences of proposed solutions
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)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, document)
	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):

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

The 3-part summative self-evaluation for the "Learning for Life" Unit is conducted in the 12th grade. The assessment culminates the work that students have completed in prior grades and encourages students to reflect and project regarding the knowledge and skill required to successfully achieve their goals and continue as life-long learners. The assessment follows this lesson—it may be photocopied for your students' use.

Lesson Preparation

Essential Question: How do self-management, study, and test-taking skills influence life long learning and your attainment of personal goals?

Engagement (Hook): How do you rate yourself? Show me 5, 4, 3, 2, 1 (5 being the highest, 1 being the lowest) in each area by holding up your number of self-rating. Self Management "Show Me ..." Study Skills "Show Me..." Testing Taking Skills "Show Me..."

Procedures

Instructor Procedures:	Student Involvement:
1. The counselor will give each senior Part One of the "9-12 Summative Self-Evaluation for CG 4." Part One allows for each senior to rate himself or herself in the areas of self-management, study skills, and test-taking skills.	1. Students will rate themselves <i>Good, Average, or Poor</i> for 27 skills they have learned throughout their educational experience.

<p>2. The counselor will lead a brief discussion of the skills that were rated as the highest and which were rated as the lowest.</p> <p>3. The counselor will administer Part Two of the 9-12 Summative Self-Evaluation for CG 4. Part Two allows each student to identify and discuss situations in which specific skills were used AND situations in which he or she didn't have the specific skills to be successful.</p> <p>4. The counselor will lead a brief discussion about skills successful learners use. During the discussion, stress the need to continue to maintain strong skills as well as develop weaker skills in order to be a successful life-long learner</p> <p>5. The counselor will administer Part Three of the 9-12 Summative Self-Evaluation For CG 4. Part Three encourages learners to project how they will use the three skill areas (Self-Management, Study Skills, Test-taking Skills) to achieve post-secondary goals and life-long learning.</p> <p>6. The counselor will work with the Communication Arts teacher to devise a possible grading system for the personal essays. It is recommended that the counselor collect the CG 4 Summative Self-Evaluation, copy them and place one in the student's permanent folder and return the other to student.</p>	<p>2. In pairs students will describe their strongest and weakest skills and for discuss the implications for their success with their partners.</p> <p>3. Students will give examples of times in which they used their stronger skills to be a successful learner as well as times they were not successful because their skills were not as strong or were not acquired. Students will complete a chart on which they list skills that will be important to them for their post-secondary choices.</p> <p>4. Students will volunteer responses during the discussion and brainstorm possible ways to improve their weaker skills.</p> <p>5. Students will write a personal essay in which they hypothesize how the skills they have learned in their educational experience will help them achieve their post-secondary goals and continue to be a life long learner.</p>
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Teacher Follow-Up Activities

One possible follow-up activity would be for the teachers to discuss skills that students feel comfortable using when they are out of high school and skills that they feel they should continue to develop. The teacher may be able to incorporate these skills into future lessons to help the students continue to develop.

Counselor reflection notes (completed after the lesson)

9-12 SUMMATIVE SELF-EVALUATION FOR CG 4
Applying Skills Needed for Educational Achievement
PART 1: LIFE-LONG LEARNING SKILLS SURVEY

NAME: _____ GRADE: _____ DATE: _____

1. How do you rate yourself on the following self-management skills? (Circle answer)

a. Writing down assignments/tests/projects	Good	Average	Poor
b. Turning in homework on time	Good	Average	Poor
c. Getting academic help when needed	Good	Average	Poor
d. Having a scheduled studying time	Good	Average	Poor
e. Keeping my school and personal materials organized	Good	Average	Poor
f. Having a place at home to study with materials	Good	Average	Poor
g. Managing my time during my daily schedule	Good	Average	Poor
h. Attending school regularly	Good	Average	Poor
i. Being on time to school and/or work	Good	Average	Poor

2. How do you rate yourself on the following study-skills? (Circle answer)

a. Listening actively in class	Good	Average	Poor
b. Asking questions in class	Good	Average	Poor
c. Reviewing class notes	Good	Average	Poor
d. Knowing/understanding topic-specific vocabulary	Good	Average	Poor
e. Being prepared for class	Good	Average	Poor
f. Outlining readings from textbooks	Good	Average	Poor
g. Taking effective notes	Good	Average	Poor
h. Working with others in small groups	Good	Average	Poor
i. Identifying personal learning style	Good	Average	Poor
j. Adapting to different teaching styles	Good	Average	Poor

3. How do you rate yourself on the following test-taking skills? (Circle answer)

a. Knowing how to develop a test-taking plans	Good	Average	Poor
b. Identifying key words in true/false questions	Good	Average	Poor
c. Knowing strategies for multiple-choice questions	Good	Average	Poor
d. Knowing how to write essay responses	Good	Average	Poor
e. Knowing how to write a constructed response	Good	Average	Poor
f. Having strategies for taking timed tests	Good	Average	Poor
g. Being prepared for open-note tests	Good	Average	Poor
h. Checking your test answers	Good	Average	Poor
i. Knowing strategies to relieve test anxiety	Good	Average	Poor

4. Please list the skill that you think you are the best at for each of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

5. Please list the skill that you think you are the least prepared for in each of the areas.

Self-Management Skill: _____

Study-Skill: _____

Test-Taking Skill: _____

9-12 SUMMATIVE SELF-EVALUATION FOR CG 4
Applying Skills Needed for Educational Achievement
PART 2: SELF-EVALUATION OF LIFE-LONG LEARNING SKILLS

1. After looking at the skills you are best at in each area and the skills you are least prepared for in each area:
 - A. Describe in detail a situation in which you used one of your stronger skills to be a successful learner.
 - B. Describe in detail a situation in which you could have been more successful if you had been able to use a skill you didn't possess at the time (e.g. planning for priorities).

A. _____

B. _____

2. From a personal perspective, what skills will be important to your success as you work to achieve your post-secondary goals? List the skills on the chart below.

4-Year College	2-Year College	Work	Military	Other: _____
Skills needed	Skills needed	Skills needed	Skills needed	Skills needed

9-12 SUMMATIVE SELF-EVALUATION FOR CG 4

Applying Skills Needed for Educational Achievement

PART 3: DESCRIBING HOW SKILLS WILL BE USED AS A LIFE-LONG LEARNER

Write a personal essay in which you hypothesize how the skills you have developed during your school experience will help you continue to be a life long learner. Be sure to use specific skills and examples. This essay should contain proper spelling, grammar and punctuation. Please make your essay as long as is needed to voice your opinion.

Unit #1 Title: Applying the Skills of Transitioning
Between Educational Levels

Grade Level: 9-12

Number of Lessons in Unit: 4 (one lesson each for 9, 10, 11, and 12)

Time Required for each lesson:

- 9th grade lesson will require 55 to 70 minutes
- 10th grade lesson will require 55 to 70 minutes
- 11th grade lesson will require 55 to 70 minutes
- 12th grade lesson will require 50 minutes per student

Best time of year to implement this Unit:

- 9th grade training will begin before the beginning of the freshmen year
- 10th grade during the first semester
- 11th grade any time during academic year
- 12th grade during the second semester

Lesson Titles:

9th Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor

(This program uses trained upperclass students to mentor freshmen throughout the 9th grade academic year.)

Materials/Special Preparations Required:

- Interview Guidelines
- Guidelines for Mentoring Program (sample provided)
- Trained mentors (sample program)
- Paper, pen, flip charts, and markers
- “How Well Do You Know Your School?”

10th Grade Lesson 2: Exploration of Post-Secondary Options

Materials/Special Preparations Required:

- Computer access for each student (Written information available if there is no computer access.)
- Written instructions for navigating the selected program or webpage
- School Alumni of High School

11th Grade Lesson 3: “Get Set For College” (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)

Materials/Special Preparations Required:

- “Get Set for College Scavenger Hunt
- Pencil/pen
- “Get Set for College” ACT booklet

To obtain your free ACT booklets contact 1-319-337-1000 or download materials at

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>.

12th Grade Lesson 4: 12th Grade Post-Secondary Checklist

Materials/Special Preparations Required

“Am I Ready...” Activity Sheet
A list of your high school’s graduation requirements
Pencil/pen
Students past records for review

Missouri Comprehensive Guidance Standard:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation(s):

- AD.5.A.09.a.i: Apply information and skills necessary to transition into high school.
AD.5.A.10.a.i: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.
AD.5.A.11.a.i: Increase knowledge and refine skills in preparation for the senior year and post-secondary options.
AD.5.A.12.a.i: Utilize the achievement and performance skills necessary to transition to post-secondary options.

American School Counselor Association National Standard (ASCA):

Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 6. Apply communication techniques to the job search and to the workplace
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 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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others 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	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 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 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Unit Assessment (acceptable evidence):

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

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

Counselor will meet individually with seniors during the second semester of their senior year.
Counselor and student will complete a post-secondary checklist. (See appendix.)

Brief Summary of Unit:

This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.

Unit Goals:

1. Students will successfully complete high school credits.
2. Students will complete necessary requirements to transition successfully into their post-secondary plan.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will need to have and understand their four year-plan and applicable vocabulary.

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Freshmen Mentor Program: Meeting My Mentor

Lesson: 1 of 4

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance Standard:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.09.a.i: Apply information and skills necessary to transition into high school.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

Materials needed for this activity include:

Trained mentors (this may take some time, see sample training manual provided by Rockwood Summit High School as a guide.)

Paper, pen, flip charts, and markers.

“Interview Guidelines and How Well Do You Know Your School?”

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 7. Evaluate the accuracy of information and the reliability of its sources
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 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 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

	6. Identify tasks that require a coordinated effort and work with others to complete those tasks
	7. Identify and apply practices that preserve and enhance the safety and health of self and others
	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	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

Assessment of this lesson will be through observation of student contributions and interactions in discussions as monitored by facilitator for the mentors (counselor, teacher, or administrator). The students that are having any difficulty will be referred to the counselor for responsive services. (Mentors may give a personal observation or each student they mentor.) Mentoring "Interview Guidelines" and "How well do you know your school?" will also be used in the assessment process.

Lesson Preparation

Essential Questions:

How will high school differ from middle school?

What is the process of transitioning and why is it important?

What are my feelings about going into high school?

Engagement (Hook):

"If I knew then what I know now"- Think, Pair, Share model where upper-class students will reflect on their freshman year of high school and brainstorm questions, concerns, fears, suggestions, survival tips that would have helped them as freshman. Have upper-class students explain how to enjoy high school.

Procedures

<p>Counselor Procedures:</p> <p>After the hook:</p> <ol style="list-style-type: none"> 1. Introduce upper class mentors and have each tell about his/her freshmen experience. Have students complete “How Well Do You Know Your School?” to spark discussion with mentors. 2. Have student mentors interview freshmen using “Interview Guidelines.” 3. Discuss how mentors will be supportive. 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will listen to the mentors, ask questions and discuss. Complete the “How Well Do You Know Your School? Test. 2. Freshmen are interviewed by student mentors. Students will go over interview sheet with mentor and become acquainted. 3. Students will ask questions/state concerns during discussion with mentor.
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Teacher Follow-Up Activities

Schedule additional meetings (e.g. check-in, new issues, concerns, additional training, etc.).
Once a month or once a quarter depending upon needs of your setting.

Counselor reflection notes (completed after the lesson)

--

Interview Guidelines

Please take a few minutes and meet with a partner in order to find out some interesting facts.

Name _____ Date _____

Interview your partner to find out the following information. Be prepared to share one interesting fact about your partner.

Partner's name:

Nickname:

Birth date:

Favorite magazine:

Favorite book:

Favorite television:

Favorite move:

Favorite actor/actress:

Favorite singer/band/group:

Favorite song:

Favorite sport:

Favorite class/subject:

Favorite hobbies/pastimes:

Favorite food:

Favorite saying:

Personal Goal for this school year:

How Well Do You Know Your School?

1. What is the name of the school mascot?
a. _____ b. _____ c. _____ d. _____
2. What are the school colors?
a. _____ b. _____ c. _____ d. _____
3. Who is the head varsity football coach?
a. _____ b. _____ c. _____ d. _____
4. What is the name of the school newspaper?
a. _____ b. _____ c. _____ d. _____
5. Where is the school library located?
a. _____ b. _____ c. _____ d. _____
6. In what office can you find “lost and found” items?
a. _____ b. _____ c. _____ d. _____
7. What is the principal’s name?
a. _____ b. _____ c. _____ d. _____

SAMPLE MENTORING PROGRAM

The following pages describe the Rockwood Summit High School Mentoring Program (M.P.)

Explanation of the manner in which Rockwood Summit High School began their mentoring program:

Rockwood Summit High School is currently in its third year of a freshmen mentor program. Our program matches upperclassmen with students chosen from our feeder middle school, Rockwood South. A team from each school meets to identify students who may struggle academically or socially, have a difficult transition to high school, or have family issues that may make high school even more difficult.

A team of teachers created this once per week program that meets every Wednesday when our school has a 30-minute academic contact time. Assistant principal Mitch Lefkowitz and reading specialist Chris Heerlein were the driving force behind this program.

Mentor training is usually broken up into two ½ day sessions. One session is in early summer, while the other is right before school begins. These sessions include getting to know you activities, guidelines, dates, etc. We use many activity books for these training sessions, including

Activities That Teach, Tom Jackson, Red Rock Publishing, 1993.

The Bottomless Bag, Karl Rohnke, Kendall/Hunt Publishing, 1991.

Initiatives, Games, and Activities: An Experiential Guide, Dan McIver and Les McCarroll, Kendall/Hunt Publishing, 1999.

More Activities That Teach, Tom Jackson, Red Rock Publishing, 1995.

Quick Silver, Karl Rohnke, Kendall/Hunt Publishing, 1995.

Silver Bullets, Karl Rohnke, Kendall/Hunt Publishing, 1984.

Still More Activities That Teach, Tom Jackson, Red Rock Publishing, 2000.

You may also want to reference information about the Link Crew Mentoring Program at www.learningforliving.com. They have many short activities to engage your mentor and mentee.

We provide the booklets How to Get Good Grades in Ten Easy Steps and/or How to Get the Most out of High School for our freshmen. These are available through Woodburn Press (www.woodburnpress.com).

Included in this lesson:

- **2005-2006 Freshmen Mentor Program handbook: We go over this and do numerous team building exercises, getting to know you activities, t-shirts, etc.**
- Donor letter: We receive a lot of tickets for sporting events, movies, food, etc. to reward both our mentors and mentees.
- Freshmen Mentor Program proposal

- Freshmen Mentor Program application for the upperclassmen mentors.

While our freshmen GPA's have remained pretty consistent since we implemented the program, principals do report a significant decrease in discipline referrals.

Mentor Program

APPLICATION

Adapted from Rockwood Summit Mentoring Program
Created by Mitch Lefkowitz (assistant principal)
and Chris Heerlein (reading specialist)

Thank you for your interest in the Mentor Program. This program is designed to assist incoming freshmen with their transition into high school. We are looking for students who are well-rounded and active in school and/or their community. The selection process consists of the following:

1. Answers to **one** short essay question
2. Academic standing (A “C” average)
3. Good attendance and behavior patterns.

Please read the following items, which explain the application process for the MP program. You must do Parts I and II. It is your responsibility to consistently check the morning announcements for updated information regarding the selection process. When you have completed Parts I and II, submit your complete application to your counselor.

PART I-Personal Information: Complete the following on the attached forms:

1. **Student Profile Sheet** (attached)
2. **Resume** (attached)
Note the specified categories:
 - co-curricular clubs and sports at HS
 - interests and hobbies
 - community activities (outside HS)
 - Leadership experience

PART II-Evaluations:

1. **Short Essay:** Please respond to **ONE** of the following prompts. Your essay should be at least 100 words. This can be typed or written on a separate sheet of paper. Be sure to include your name in your response.
 - A. “I wish to become an MP student advisor because...”
 - B. “I would be an effective MP leader and role model because
2. **Grades:** Please list your 1st semester grades on the form provided. Include the teacher for each course.
3. **Teacher Recommendations:** Please provide two teacher recommendations.

PART III-Academic Standing/Attendance:

MP Faculty Directors will review and evaluate completed packets, focusing on:

- Academic standing (C average)
- Attendance/behavior patterns
- Patterns of responsible behavior (hands in homework and projects on time, is attentive and respectful in class, communicates well with others)
- Strength of character (integrity, honesty, and respect toward peers and adults)
- Social skills (personable, outgoing, friendly, enthusiastic, sincere).

MP APPLICATION STUDENT PROFILE

(Last Name)

(First Name)

(Address)

(City/Zip)

(Home Phone)

(E-Mail (Optional))

(Student ID#)

(Counselor)

Year of Graduation: _____

Please identify your 2nd semester schedule by listing your courses, teachers, and room numbers.

	COURSE	TEACHER	ROOM #
Period 1			
Period 2			
Period 3			
Period 4			
Period 5			
Period 6			
Period 7			

MP APPLICATION RESUME

Name: _____

COMMUNITY SERVICE

Activity	Year(s) (Fr., So., Jr.)	Participation (Short Description)	Hrs. per week/ Wks. per year	Contact Person Phone #
1.				
2.				
3.				

LEADERSHIP EXPERIENCE

Activity	Year(s) (Fr., So., Jr.)	Participation (Short Description)	Hrs. per week/ Wks. per year	Contact Person Phone #
1.				
2.				
3.				

CO-CURRICULAR CLUBS AND SPORTS

Activity	Year(s) (Fr., So., Jr.)	Participation (Short Description)	Hrs. per week/ Wks. per year	Coach/Sponsor
1.				
2.				
3.				
4.				
5.				

Please list your interests and hobbies:

[illegible]

MP APPLICATION

Grades

Name: _____ **Student #:** _____

Please list your 1st semester grades in the space provided. Include the name of your teacher for each course listed below. The Transition Committee will check grades and use them as part of the selection process for the Freshmen Mentor Program.

Freshmen Mentor Program

A Handbook for the Freshmen Mentor Program

Freshmen Mentors

You as sophomores, juniors, and seniors have the confidence and comfort of being a successful student in high school. We believe that by connecting you with a group of freshmen, you can offer them a recognizable face and a link to success at the high school. We know that the more familiar freshmen are with the daily schedule at high school, the more successful they are both socially and academically.

You have many roles to fulfill this year:

TO BEGIN WITH, you will be one of the very first contacts with the freshmen at the high school. When you make contact with your student, you will have the opportunity to create in their mind a positive idea of what high school can be. You will become a tangible figure that represents someone positive at school. As you guide them through the first couple of activities, you will not only be their leader but you will be a role model and an encouraging face. Please consider that as you prepare for the year!

SECOND, you will be a mentor for the entire year. You will work with your freshmen once a week for thirty minutes in a classroom setting. Our intention is that you will be someone they see in a formal setting each week in addition to the informal contact that you make.

THIRD, you will be a role model on campus. Freshmen will see you as a successful and known leader on campus. You will have a chance to answer questions and offer suggestions to the high school staff about the structure and improvement of the program. By acting responsibly inside and outside of the classroom, you will be a positive influence on the students you mentor, as well as your peers.

Thank you for being a freshmen mentor. You are making a difference in the lives of a number of students and affecting positive change at our school.

GOALS, EXPECTATIONS, AND TASKS OF THE MENTOR IN THE PROGRAM

The Mentor as a
FRIEND will strive to:

- Illustrate a warm and caring attitude toward the student
- Listen to the student
- Work to develop a trusting relationship

The Mentor as a
ROLE-MODEL will strive to:

- Act as a positive influence

The Mentor as a
MOTIVATOR will strive to:

- Nurture self-esteem within the student
- Help the student set and work toward realistic goals
- Give constructive feedback through positive reinforcement

The Mentor as a
PERSONAL ADVOCATE will strive to:

- Share information, knowledge, and skills
- Support and participate in the learning process
- Work with the student to find alternative ways of solving problems and searching for answers

The Mentor as a
EDUCATIONAL ADVOCATE will strive to:

- Prevent a student from dropping out
- Acquaint the student with the importance of self-reliance and possible career training
- Support the school in the educational process
- Provide extra educational help in a specific subject where improvement is needed

WHY MENTOR?

The mentoring relationship can best be described as a relationship between a committed, caring, experienced student and an inexperienced young person who lacks direction and focus. Through the guidance and counsel of a thoughtful student, the young person receives selective attention and inspiration. Where there has been a lack of success in school, feelings of achievement may begin; where there has been no joy of learning, the excitement of discovery may be stimulated; where there has been no future goal, ambition and aspiration are new desires.

WHAT IS MENTORING?

A WAY OF:

- Fostering a student's development
- Developing a student's self-esteem
- Helping a student Set and Reach his/her goals
- Encouraging a student
- Listening and Communicating
- Sharing your Time, Talents, and Yourself with others
- Showing a student someone cares
- Being a Friend, A Role Model, and a Teacher
- Re-Enforcing Educational Goals and Helping a student Strive for Academic Improvement

TYPES OF MENTORS

Educators will find their students are in need of mentors qualified in two particular areas. These areas are the Role-Model Friend and the Tutor. The emphasis may vary throughout the program.

ROLE-MODEL/FRIEND

This mentor is one who works on self-esteem improving skills, providing cultural enrichment, helping set goals, and expanding the student's knowledge of the world and the need for self-reliance as an adult in that world.

TUTOR/MENTOR

This mentor is the one who can offer his/her talents in tutoring by helping a student in a specific subject, assignment or project.

The tutor/mentor should be aware that:

- The tutor/mentor must use PRAISE effectively. The tutor is there to help raise grades and help the student with attitude, self-confidence and pride.
- Close contact with the student's teachers and counselors might be necessary.
- The tutor/mentor should not be afraid to try different approaches. Learning should be fun.

DO NOT BECOME DISCOURAGED, BECAUSE IMPROVEMENT MAY BE SLOW.

MENTORING

DO's	DON'Ts
Do appreciate any growth.	Don't think you are going to change the world overnight.
Do praise the student when deserved.	Don't judge the student.
Do Listen.	Don't forget that confidence is built on trust.
Do share with the student.	Don't preach or brag.
Do communicate.	Don't forget communication means listening, too.
Do follow the rules of the school and the mentor program.	Don't allow students to talk you into things that you know are against the rules.
Do remember to be a good role-model.	Don't exhibit poor language, or dress inappropriately.
Do show attention and concern. Be a friend.	Don't try to be a parent.
Do strive for mutual respect.	Don't settle for rudeness or foul language.
Do guide-show-ask.	Don't punish.
Do be honest.	Don't think a student can't spot insincerity.

CHARACTERISTICS OF A MENTEE

To better work with a student it is essential that the mentor understand that the mentee could exhibit some of the following characteristics.

MAY:

- Be energetic one minute and day dreaming the next
- Vary in size, shape, strength, and ability
- Be high emotional
- Have feelings easily hurt
- Be very self-conscious
- Be eager to prove themselves
- Like solitude and privacy but needs to belong
- Be impulsive, risk taking, thrill seeking
- Start a task with great enthusiasm but never finish it
- Want privileges and responsibilities
- Want to know what the rules and limits are within a system
- Be very social and want to be involved in special events
- Have varying degrees of attention span
- Range from immature to very mature in physical/emotional areas

STUDENT WELFARE

Practice confidentiality. If the mentor feels a student is being abused, using alcohol or drugs, or is in a situation that may be harmful to the student, the mentor should contact the counselor and share his/her concerns (The law requires that abuse be reported). The mentor should not try to solve the problem, but should seek help within the school. Confidentiality will be maintained. The well-being of the mentee should be the major concern.

PROBLEMS THE STUDENT MAY FACE

Academic Difficulties

Learning Disabilities

Physical, Sexual/Emotional Abuse

Sexual Development and Behavior

Pregnancy

FAMILY PROBLEMS

Divorce

Single Parent

Academic Failure

Isolation

Extended Families

Guilt

Peer Pressure

Family Pressure

Neglect

Poverty

COMMUNICATION

Studies have shown that students learn more from others when they feel the person cares and is serious about how they feel and think.

The basis of showing care and concern can come through good communication skills.

HINTS ON COMMUNICATION

Verbal Communication:

- Speak to the student on his/her level.
- Be an example to the student through good grammar skills, both verbal and written.
- Choose an appropriate sound level for the situation.
- Focus in on the student when they are talking.
- Do not say things or ask questions that can cut the lines of communication.

Non-Verbal Communication (Body Language):

- Be aware that our bodies talk and show our feelings. Note body gestures on your part and the student, analyze what they might mean.
- Positive body language responses are good eye contact, nodding head, positive facial expressions, unfolded arms, a smile.
- Negative body language responses are crossed legs, slouching, arms crossed over chest, poor eye contact, body language shows unconcern

Listening:

- Remember communication is a two way street – speaking and listening.
- Listen for meaning – You may even repeat back.
- Focus in on the student as he/she speaks.
- Ask questions or make comments to show you are interested.
- Learn to be quiet at the right times, too.

COMMUNICATION TECHNIQUES

Below you will find some techniques that may help you start a dialogue between you and your student. These will also ensure that you understand what your student is telling you.

Encouraging Dialogue:

Invite the student to talk

“Would you like to talk about it?”

“I’ll listen whenever you want to talk.”

Acknowledge student feelings

“You seem (upset, sad, happy) about something.”

“You don’t seem to feel well.”

If you feel you need more information:

Draw out the student

“How would you do that?”

“Can you share why you did that?”

“What do you like (most, least) about this?”

“Could you tell me more?”

“How does that make you feel?”

Listen without giving approval or offering solutions:

Ask leading questions that encourage the student to think

“What would happen if you did that?”

“What do you think you could do in this situation?”

“What’s the (best, worst) that could happen?”

“How would you handle this situation?”

“How would you feel?”

Respond neutrally. Do not approve or disapprove.

“That’s one way. What’s another?”

“How would your (best friend, parents, teacher) react?”

“What do you think is the best way to handle this?”

Ensuring that you understand what is said or felt:

Restate what the student said in your own words.

“Did you mean that ...”

“What I heard you say ...”

“Do you think that ...”

Look for clues. Check:

Tone of voice

Facial expression

Body language

Gestures

When the conversation stops abruptly:

Review your actions. Did you:

Change the subject?

Indicate disapproval or dislike by your facial expressions or body language?

Misread how the student felt?

Respond to how the student felt?

TYPES OF PROCESSING

Questions to ask:

- Did you notice...?/What did you notice?
- Why did that happen?
- Does it happen in school? Life? With friends?
- How can you apply it to ...? Your life? School? Family?
- Use a single word to describe your feeling/reaction during the activity.
- Watch other groups, process what you see.

Things to remember during group activity:
(What happened? So what? Now what?)

Ask open-ended and follow up questions.

- Group and/or leader is attentive to time limits.
- Energy flow/direction.
- Rapport/trust building within group.
- Use of humor.
- Group stays on focus/task.
- Participants are engaged.
- Opinions of all group members are encouraged.
- Body use and body language.
- Tone of voice.
- Eye contact.
- Facial expressions.
- Use of hands (gestures).
- Active listening.

FACILITATOR'S RESPONSIBILITIES

The facilitator is a catalyst for the group. Whether the goal is to achieve consensus, to have an honest and relevant sharing of ideas, or to create an agenda, the facilitator eases the road to communication.

REMEMBER YOUR VOWELS – AEIOU

Ask open ended questions – Who, how, when, where, why?

Elicit responses from all participants

Instill a sense of group – humor, eye contact, use peoples' names, etc.

Organize ideas in order to summarize

U_(You) did not share your point of view

Giving Feedback by Asking Questions

At the end of activity, the process observer should take time to provide feedback to the group on the activity observed. The advisor can also show by example by giving feedback in both verbal and written forms. The Process Observation Forms are a useful tool for process observers to use while observing, noting both the positive and the areas of growth. When reporting behaviors, please keep the following in mind:

- Always first ask the group: What happened during the activity? What do you think that I, as the process observer observed?
- Team members give their analysis first.
- Give concrete information. BE specific about what you observed. For example, “Rosa, you had your chair backed out of the circle. How did you feel about participating in the discussion? Why did you distance yourself?”
- Don’t be judgmental; report observations and identify behaviors.
- Ask the group or an individual to identify strengths to build on and areas to improve.
- Ask the recipient(s) of feedback for their general assessment of what you have observed. Add your own ideas after they have responded.
- Vary the approach to feedback – written, oral, individual, group.
- When giving individual feedback, ask first if the person would like to hear about your observations.

**EXAMPLE OF SAMPLE DONOR LETTER THAT IS USED BY ROCKWOOD
SUMMIT HS**

To Whom It May Concern,

Rockwood Summit is in our third year of a Freshmen Mentor program that has greatly enhanced the transition to high school for numerous 9th grade students. Our goals were to create a program that recognized academic achievement, built character education, and increased student leadership. Currently, we have 51 upper class students mentoring about 100 Freshmen students who have been identified as needing support to make their transition to high school more fulfilling.

Our Freshmen Mentors spent a great deal of time during the summer preparing a program that would make the high school experience positive. Last year, Rockwood Summit saw a reduction in discipline issues, while at the same time we experienced an increase in student achievement.

Rockwood Summit is looking for ways to reward the freshmen students and mentors for their commitment to school improvement. I am requesting any charitable assistance from you in the form of tickets, coupons, rewards, or other incentives that will recognize our students for their outstanding efforts in school.

Please contact me via phone, letter, or email if there is a possibility to receive items through your organization. Our students and staff would be very grateful for your commitment to Rockwood Summit High School.

Sincerely,

EXAMPLE OF A SAMPLE PARENT/GUARDIAN LETTER USED BY ROCKWOOD SUMMIT HS

May 17, 2005

Dear 9th Grade Parents/Guardians:

Welcome to Rockwood Summit High School. We are committed to working together with parents and community, to educate and challenge all students to achieve their full potential. This can be achieved if the students, parents, and staff work together.

Our students are entering a critical part of their education. The transition from middle school to high school isn't always easy. The staff at Rockwood Summit and Rockwood South have created a transition program to help students make the transition to high school a successful one. The Transition Team has selected your child to participate in our Freshmen Mentor Program this year.

The program will help incoming freshmen in several ways. Each freshman in the program will be assigned to an upperclassman and a Rockwood Summit teacher. These freshmen will be involved in several peer activities to help acclimate them to Rockwood Summit and high school in general. Your freshman will have weekly contact throughout the year in various formal and informal activities during Wednesday's FACT (Falcon Academic Contact time) session. Mentors and staff members will also focus on study skills for the incoming freshmen in this program. At no point will your child miss any class time to participate in the mentor program.

In order to continue the success of our Freshmen Mentor Program, we need the total commitment from parents and students. This will be our third year of the program and we expect to continue to improve the transition to high school for our students. The purpose of this letter is to inform you about the program and to assist with any questions you might have.

Please contact me at @rockwood.k12.mo.us should you have any questions about our Freshmen Mentor Program. On behalf of Rockwood Summit, we look forward to seeing your child in the fall.

Sincerely,

Freshmen Transition Proposal

School Improvement Plan: School Climate

Long Range Goal: Student and staff members will demonstrate increased ownership/involvement in all aspects of _____ High School (MSIP 6.5)

Rationale: In a healthy school climate the staff and students work together, to create a school environment that fosters student success and good character. (MSIP 6.5)

Evaluation Design: Establishment of new programs to provide avenues for student and staff involvement at school.

Strategies:

- 1) Create a program that will support and accelerate under performing students to close the achievement gap.
- 2) Each student will have opportunities to develop a career plan
- 3) Establish school-wide leadership programs including student volunteer, mentor, and mediation programs.
- 4) Continuation of Character Education program

Overview:

The creation of a freshmen transition program was born out of the _____ School Improvement Plan focused on the improvement of academic achievement and school climate. The Transition/Character Education program began in the fall of 2003. The ____HS committee worked with the counselor/principal from _____ Middle School to identify lower achieving students who would benefit, academically and socially, from a student mentor program as they made the transition to high school. In the spring of 2003, the ____HS committee selected students to act as mentors to 96 incoming freshmen for the 2003-2004 school year. Mentors were selected through an application screening focused on grades, effort, conduct, extracurricular activities, community service, and teacher recommendations. ____HS staff members will train mentors before the 2003-2004 school year. Twelve staff members will act as facilitators for each group of mentors/freshmen. Beginning in the 2003-2004 school year, Freshmen Mentors will meet weekly with 9th grade students to work on various skills that will promote learning and allow students to socially adjust to the rigors of high school. After the school year, the ____HS Transition Committee will complete an assessment of the program to determine if the number of students needs to be increased to include the rest of the freshmen class.

Time Commitment:

Students and Mentors will have contact for a 30-minute period every Wednesday. There will be about 39 meetings during the course of the school year.

Academic/Social Skills will be the focus, including:

Organizational skills	Time Management
Note Taking Strategies	CTBS/MAP preparation
Test Taking Strategies	Research Skills
Finals Preparation	Academic Enrichment
Peer Mentoring/Mediation	Character Education
Leadership	Community Service
Extracurricular Opportunities	Celebrate Successes

Structure of Program:

Mentors will meet with their students one time a week, for a thirty-minute block. Two mentors will be matched with six students (1:3 ratio). The focus of each meeting will be pre-determined before the beginning of the school year. Freshmen Mentors will run each meeting with guidance/assistance from one staff member. Staff members will assist mentors with planning/training strategies that will assist each 9th grader. Regular communication will be made with parents to update them on student progress/concerns.

Purpose:

The implementation of a Freshmen Mentor program at _____ will allow us to reach our School Improvement Goals, increase leadership opportunities for students, and improve the overall climate within our building. The involvement of staff, students, and parents will lead to the success of our student body. Students will benefit academically and socially through the implementation of new programming.

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Exploration of Post-Secondary Options

Lesson: 2 of 4

Grade Level: 10

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance Standard:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.10.a.i: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

American School Counselor Association National Standard (ASCA):

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.

C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Materials (include activity sheets and/ or supporting resources)

Computer access for each student or several copies of college guides such as Peterson's Guide
Alumni of your school

Written instructions for navigating the selected program, such as KUDER, Choices, or Discover (ACT) and a sample analysis sheet for chosen program. Or websites where student may do a college search (www.act.org www.collegeview.com www.petersons.com to name a few).

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas
	2. Conduct research to answer questions and evaluate information and ideas
	4. Use technological tools and other resources to locate, select and organize information
	5. Comprehend and evaluate written, visual and oral presentations and works
	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
	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
	8. Explore, prepare for and seek educational and job opportunities

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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

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

Assessment of this lesson will be through analysis and discussion of personal computer print out from various inventories such as Kuder, PLAN, ASVAB, Choices, Discover, etc.
Complete a list of personal options and requirements to transition into those options.

Lesson Preparation

Essential Questions:

How will my life be different this year?

Engagement (Hook):

Have two or three Alumni of your school come back and explain how they chose the college or school they are attending.

Procedures

Counselor Procedures:

1. Introduce Graduates and have them discuss how they made their post-secondary choices.
2. Ask students to cite admissions requirements to colleges familiar to them. Ask students to discuss alternatives to four year universities. Some suggestions include employment, community college, engineering and technical colleges, vocational-technical school, fine arts schools, nursing school, business school, military.

Student Involvement:

1. Students will listen.
2. Students will discuss how college admission requirements differ from high school diploma requirements and the requirements of other types of schools or training programs.

<p>3. With the class, develop a list of personal information about the applicant a college or employer may require. Some suggestions are:</p> <ul style="list-style-type: none"> • GPA • Class rank • ACT/SAT scores • High school curriculum • Extracurricular and community activities • Honors and awards earned • Work experience • Community service/volunteerism • Leadership positions • Essay • Resume <p>4. Counselors will help students to conduct a computer search of college/job requirements.</p> <p>5. Have students make a list of 2 to 3 interesting options and describe the information they will need to transition into the next stage of their lives (college, training, work, military.)</p> <p>6. Collect, review and return essays.</p>	<p>3. Students will brainstorm information a college or employer may require.</p> <p>4. Students will complete a career and/or college search identifying their own special needs, talents, and requirements.</p> <p>5. Students will write an essay about their transitional needs.</p>
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Teacher Follow-Up Activities

Have students make a collage using pictures out of old magazines to show the things they do that will someday help them get a job or into a college. Display collages in the room.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Get Set For College **Lesson:** 3 of 4
(Duplicate Lesson for CD8, Unit 5 Lesson 3 of 4)

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance Standard:

AD.5 Applying the Skills of Transitioning between Educational Levels

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

Grade Level Expectation (GLE):

AD.5.A.11.a.i: Increase knowledge and refine skills in preparation for the senior year and post-secondary options.

CD.8.B.11.a.i: Apply research skills to obtain information on training and education requirement for post-secondary requirements.

American School Counselor Association National Standard (ASCA):

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 (include activity sheets and/ or supporting resources)

Scavenger Hunt

writing utensil

“Get Set for College” ACT handout.” To obtain your free ACT “Get Set For College” handouts contact 1-319-337-1000 or download materials from

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>

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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
	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 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
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	3. Reading and evaluating non-fiction works and materials. Participating in formal and informal presentations and discussion of issues and ideas. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
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):

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

Completion of ranking checklist for college characteristics, completion of college comparison worksheet, and completion of college expenses worksheet which was downloaded from <http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>

Lesson Preparation

Essential Questions:

What do I want to do with my life? What do I need to know to choose post-secondary education?

Engagement (Hook):

Students will complete a scavenger hunt concerning information gathered from booklet (see attachment).

Procedures

Counselor Procedures: 1. Counselor passes out "Get Set for College" brochures and Scavenger Hunt Activity to each student and student the scavenger hunt Sheet. Complete activity with a partner	Student Involvement: 1. Students will work in pairs (or small groups) to complete the scavenger hunt.
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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<p>2. Groups will report answers for the whole class</p> <p>3. Students are instructed to identify their NEXT step in college planning (e.g. college visit, college application).</p>	<p>2. Groups report answers and the rest of the class participates in discussion.</p> <p>3. Students share their next step with class.</p>
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Teacher Follow-Up Activities

Classroom teacher may assign college essay and/or resume.
Have students look up college of their choice in Peterson Guide, the web or computer college program, (US News & World Report or Choices).
Plan a campus visit to a local college.

Counselor reflection notes (completed after the lesson)

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"Get Set for College" SCAVENGER HUNT

1. Identify the 6 Steps to Simplify College Planning
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
2. Find 3 typical reasons for attending college
 - 1.
 - 2.
 - 3.
3. How many English Courses are recommended for SUCCESS in college?
4. How many math units are recommended for SUCCESS in college?
5. When is it important to take the ACT?
6. When is it the best time to take the ACT?
7. What are the last 3 ACT dates this school year?
8. What are 3 characteristics that may be important to your college choices?
 - 1.
 - 2.
 - 3.
9. Name 2 sources of information when looking at colleges?
 - 1.
 - 2.
10. Name 3 things to consider when making a college visit?
 - 1.
 - 2.
 - 3.
11. To how many colleges should you apply?
12. What do you need from your counselor when you apply?
13. Name 2 types of financial aid?
 - 1.
 - 2.

Developed by Coyeatte Ewing
Glendale High School
Springfield, Missouri

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: 12th Grade Post-Secondary Checklist

Lesson: 4 of 4

Grade Level: 12

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance Standard:

AD.5: Applying the Skills of Transitioning between Educational Levels.

Grade Level Expectation (GLE):

AD.5.A.12.a.i: Utilize the achievement and performance skills necessary to transition to post-secondary options.

American School Counselor Association National Standard (ASCA):

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 (include activity sheets and/ or supporting resources)

Students Personal Educational Plan and credit study (list of courses completed in high school)

A list of your high school's graduation requirements.

"Am I Ready..." Activity Sheet

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
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 3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
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 6. Identify tasks that require a coordinated effort and work with others to complete

	those tasks
	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	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	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):

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

Assessment for this lesson will be through completion and discussion of the checklist.

Lesson Preparation

Essential Questions:

What's next for me? Will life be different in college or on the job?

Engagement (Hook):

Have the students take a trip down memory lane. Discuss TV shows they watched, clothes they use to wear, and activities they participated in: elementary school, middle school and now. Then have them brainstorm things that will change once they graduate.

Procedures

Counselor Procedures:	Student Involvement:
1. Instructor will have the students discuss life in elementary school and middle school and now e.g., TV shows, clothes, games.	1. Students will discuss and provide information about the past.
2. Instructor will discuss how transitioning from high school to college or work is very much like previous transitions they have	2. Students will check all their courses to make sure they have what is needed to graduate and what is needed for them to move to the

made. Ask students what they think they need to do to make the transition smooth.	next step on their plan.
3. Instructor will hand out each student's Personal Educational Plan and personal credit study.	3. Students, using their own personal information, will complete the checklist.
4. Instructor will hand out the "Am I Ready...? Activity Sheet.	4. Students will complete the "Am I Ready..." Activity Sheet.

Teacher Follow-Up Activities

Teacher may review with students their perceptions of being ready for graduation.

Counselor reflection notes (completed after the lesson)

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Handout
AM I READY?

NAME _____ DATE _____

FOR WORK?

- _____ I KNOW I WILL HAVE ALL OF MY CREDIT FOR GRADUATION
- _____ I KNOW HOW TO FILL OUT AN APPLICATION
- _____ I KNOW WHAT EMPLOYERS LOOK FOR
- _____ I HAVE THE SKILLS AND KNOWLEDGE I NEED FOR THE JOB I WANT
- _____ I HAVE A WRITTEN RESUME
- _____ I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

- _____ I KNOW I HAVE ALL MY CREDIT FOR GRADUATION
- _____ I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
- _____ I HAVE TALKED TO A RECRUTER
- _____ I UNDERSTAND THE COMMITMENT AND RESPONSIBILITY INVOLVED
- _____ I HAVE DISCUSSED THEIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING?

- _____ I KNOW I HAVE ALL THE CREDIT FOR GRADUATION
- _____ I KNOW HOW TO FILL OUT AN APPLICATION
- _____ I KNOW THE REQUIREMENTS TO "GET IN" TO THE COLLEGE OR TRAINING
- _____ I HAVE THE REQUIREMENTS TO "GET IN"
- _____ I KNOW HOW I AM GOING TO PAY FOR THIS
- _____ I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIPLOMA (IF NEEDED)
- _____ I HAVE DISCUSSED THIS WITH MY PARENTS
- _____ I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
- _____ I KNOW HOW TO REQUEST MY TRANSCRIPT
- _____ I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

FOR MY SPECIFIC PLANS ARE: (NAME OF COLLEGE, TRAINING, BRANCH OF
MILITARY, OR JOB I WILL BE ENTERING)

Unit #1 Title: My Personal Plan of Study

Grade Level: 9-12

Number of Lessons in Unit: 6

Time Required for each lesson: 30-50 minutes

Best time of year to implement this Unit: At appropriate times throughout year

Lesson Titles:

Grade 9

Lesson # 1: Graduation Requirements

Materials/Special Preparations Required:

School course description books or enrollment guides

High School Graduation requirements

Overhead projector

Transparency of graduation requirements

Handout titled; "Graduation Requirements Review" Activity Sheet

Lesson # 2: Evaluating Transcripts

Materials/Special Preparations Required:

Copy of students' transcripts

Overhead projector (May use whiteboard or chalkboard)

Blank Transparency for writing procedure to calculate GPA's

High School Course description book or enrollment guide for class point value

Grade 10

Lesson # 3 Review and Revision of My Personal Plan of Study

Materials/Special Preparations Required:

Individual Students Portfolios, including Personal Education Plans

High School Course description books or enrollment guides

Lesson #4: Career Resources

Materials/Special Preparations Required:

Speakers or representatives from a career center

Grade 11

Lesson #5: Evaluating and Revising the Personal Plan of Study

Materials/Special Preparations Required:

ACT Packets and ACT Test Dates

ACT Prep Classes Information

Post-Secondary Education/Training Visitation Dates

College Literature

Career Fair Dates

ASVAB Test Dates

PSAT Dates

Dual Enrollment Information

College Day Visitation Information
Information on Credit Recovery

Grade 12

Lesson #6: Assessing Personal Plan of Study for Life-Long Learning

Materials/Special Preparations Required:

Worksheet titled Educational Plan Review for Seniors

Personal Educational Plan Portfolios/4 year plan

Missouri Comprehensive Guidance Standard:

AD.6 Developing and monitoring personal education plans.

Grade Level Expectation(s):

AD.6.A.09.a.i: Monitor and revise a four to six-year educational plan (Personal Plan of Study)

AD.6.A.10.a.i: Explore options and resources available to further develop personal education plans for life-long learning

AD.6.A.11.a.i: Evaluate and revise an educational plan for life-long learning.

AD.6.A.12.a.i: Apply information to revise and implement a personal educational plan necessary for life-long learning.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Review and revise communications to improve accuracy and clarity.
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 3. Develop and apply strategies based on ones own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives

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X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
X Mathematics	<p>1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations</p>
X Social Studies	<p>6. Relationships of the individual and groups to institutions and cultural traditions</p>
Science	
Health/Physical Education	
Fine Arts	

Unit Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Students will use graduation requirements, assessments, transcripts, educational, and career interests to review, revise, and implement personal educational plans for life long learning.</p>

<p>Brief Summary of Unit:</p> <p>Students will monitor and revise Personal Educational Plan written before high school. Course description booklets, transcripts, assessments and personal interest will be used for continued review and revisions of personal education plans. By the end of 12th grade, plans will have been revised and fully implemented for life-long learning.</p> <p>Unit Goals:</p> <p>Develop, monitor and implement a personal educational plan.</p> <p>What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?</p> <p>Knowledge of a Personal Educational Plan, number and types of credits required for graduation</p>

Unit #1 Title: My Personal Plan of Study	
Lesson Title: Graduation Requirements	Lesson: 1 of 6
Grade Level: 9	
Length of Lesson: 45-50 minutes	
Missouri Comprehensive Guidance Standard: AD.6: Developing and monitoring personal education plans.	
Grade Level Expectation (GLE): AD.6.A.09.a.i: Monitor and revise a four to six-year educational plan (Personal Plan of Study)	
American School Counselor Association National Standard (ASCA): Academic Development B: Students will make decisions, set goals, and take necessary action to achieve goals.	

Materials (include activity sheets and/ or supporting resources)

School course descriptions books or enrollment guides. Graduation requirements from book Overhead projector Transparency of graduation requirements. Handout titled: "Graduation Requirements Review"

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 7. Evaluate the accuracy of information and the reliability of its sources
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives
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

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 discussion of issues and ideas.
Mathematics	
Social Studies	
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):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Students will analyze and assess graduation requirements by completing the graduation requirement review worksheet and through class discussion.</p>

Lesson Preparation

<p>Essential Questions: Why am I attending high school? What will I need to do in high school to reach my goals?</p> <p>Engagement (Hook): The counselor will wear or carry in a graduation cap. Can you graduate by _____? How do you know?</p>

Procedures

<p>Counselor Procedures:</p> <ol style="list-style-type: none"> 1. Begin discussion with question, "Can you graduate by _____?" 2. Hand out course description books or enrollment guides. Give instructions on completing "Graduation Requirements Review." 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will tell their graduate date. 2. Students will review the course description to complete the "Graduation Requirements Activity Sheet." (Suggestions include dividing students into groups of 5-6 to complete the Activity Sheet or students complete the Activity Sheet in large group with counselor's review on overhead projector. Students may complete Activity Sheet individually using course description/enrollment guide.)
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Graduation Requirements Review

1. _____ is the number of credits required to graduate from _____.
(my high school)
2. _____ classes include English, math, science, social studies.
3. _____ is an example of the practical arts.
4. An example of the fine arts is _____.
5. How many physical education classes are required for graduation? _____
6. G.P.A. is the acronym for _____.
7. When does the calculation of your high school G.P.A. begin? _____
8. What does class rank mean? _____
9. High School Transcripts begin with courses at the _____ grade level.

Printed name

First MI Last

Signature

Unit #1 Title: My Personal Plan of Study

Lesson Title: Evaluating Transcripts

Lesson: 2 of 6

Grade Level: 9

Length of Lesson: 45-50 minutes

Missouri Comprehensive Guidance Standard:

AD.6: Developing and monitoring personal education plans.

Grade Level Expectation (GLE):

AD.6.A.09.a.i: Monitor and revise a four to six-year educational plan (Personal Plan of Study)

American School Counselor Association National Standard (ASCA):

Academic Development Standard

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

Materials (include activity sheets and/ or supporting resources)

Copies of students' transcripts

Overhead projector (May use whiteboard or chalkboard)

Blank Transparency for procedure to calculate GPA including worth of letter grades, formula for determining GPA

High School Course description book or enrollment guide (for class point values).

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas
	1. Use technological tools and other resources to locate, select and organize information
	5. Evaluate the accuracy of information and the reliability of its sources
	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
	4. Recognize and practice honesty and integrity in academic work and in the workplace
	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	
X Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
Social Studies	
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):

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

Students will review transcripts and compute individual Grade Point Averages.

Lesson Preparation

Essential Questions:

How will I keep track of my progress in school? What information will follow throughout my life?

Engagement (Hook):

What does your transcript say about you? How does your G.P.A. impact graduation requirements?

Procedures

Counselor Procedures:	Student Involvement:
Distribute students' copies of transcripts and Personal Educational Plans begun in 8 th grade.	
1. Explain purpose of transcripts. Instruct students to locate their class ranking, GPA, credits earned on their transcripts.	1. Students will use the course description book or enrollment guide and transcript for computation of GPA. Students locate their class ranking, GPA, and credits earned.
2. Discuss other information your high	2. Students will discuss any other information

Unit #1 Title: My Personal Plan of Study	
Lesson Title: Review and Revision of My Personal Plan of Study	Lesson: 3 of 6
Grade Level: 10	Length of Lesson: 45-50 minutes
Missouri Comprehensive Guidance Standard: AD.6: Developing and monitoring personal educational plans.	
Grade Level Expectation (GLE): AD.6.A.10.a.i: Explore options and resources available to further develop personal education plans for life-long learning.	
American School Counselor Association National Standard (ASCA): Academic Development B: Students will make decisions, set goals, and take necessary action to achieve goals.	

Materials (include activity sheets and/ or supporting resources)

Portfolios, including 4 year plans. Course description books or enrollment guides

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Reason inductively from a set of specific facts and deductively from general premises 5. Examine problems and proposed solutions from multiple perspectives
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

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	
Social Studies	
Science	
Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

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

Revisions of students' individual educational plans, based on their use of their freshman year grades and course description booklets

Lesson Preparation

Essential Questions:

How does your educational plan reflect your life/career/educational goals?

Engagement (Hook): Students will write a brief paragraph or discuss in small groups where they envision their Personal Plan of Study taking them in 5 years, 10 years....

Procedures

Counselor Procedures:	Student Involvement:
1. Hand out students' Personal Plan of Study and ask them review and rethink what they have written, based on their interests and first semester grades First semester grades may need to be provided.	1. Students will review and rethink plans revise based on changing interests and 1 st semester grades.
2. Ask students to identify the career pathway that they are in and divide students into small groups by career paths.	2. In their groups, have the students review the course selections of their career pathway for the next 3 years by using High School course description books or enrollment guides.
3. Counselor should monitor/review the students' revisions with them.	3. Students will revise information on their Personal Educational Plan, sign and date changes.
4. Collect student plans and the course description books. (Note any revisions or problems with individual student's plans.) Copy plans...file one; return other to student.	4. Students hand in 4-year plans and description course books.

Teacher Follow-Up Activities

Have student write an essay/term paper on career choices or educational goals.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: My Personal Plan of Study

Lesson Title: Career Resources

Lesson 4 of 6

Grade Level: 10

Length of Lesson: 50-60 minutes

Missouri Comprehensive Guidance Standard:

AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Expectation (GLE):

AD.6.A.10.a.i: Explore options and resources available to further develop personal education plans for life-long learning.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

Speaker or representative from a vocational/technical institute. Career Center sample applications for training programs and other “non-college” post-secondary options.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussion of issues and ideas
Mathematics	
Social Studies	
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):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Students planning to attend a career center will apply by the announced deadline.</p>

Lesson Preparation

<p>Essential Questions:</p> <p>How do I get technical/career skills? What if I don't want to attend a four-year college?</p> <p>What is vocational/technical education?</p> <p>Engagement (Hook): Is vocational/technical education for me? If so, what would that future experience look like for you? If not, how might it look for someone else.</p>

Procedures

<p>Counselor Procedures:</p> <ol style="list-style-type: none"> 1. Counselor will introduce speaker/ representative from a vocational or technical institute. 2. Speaker or representative from a vocational/technical institute shares information about the institute. 3. The counselor shares Career Center sample applications for training programs and other "non-college" post-secondary options. 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will welcome the speaker. 2. Students listen to the presentation about vocational/technical institutes and ask questions. 3. Students will review information to make decisions in regards to making post-secondary choices or researching their
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	options.
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Teacher Follow-Up Activities

Teachers are encouraged to announce application deadlines for vocational technical institutes.
Teachers are encouraged to recommend students who may need a vocational assessment.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Evaluating and Revising the Personal Plan of Study

Lesson: 5 of 6

Grade Level: 11

Length of Lesson: 30-45 minutes

Missouri Comprehensive Guidance Standard:

AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Expectation (GLE):

AD.6.A.11.a.i: Evaluate and revise an educational plan for life-long learning.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

ACT Packets and ACT Test Dates
ACT Prep Classes Information
Visitation Dates for post-secondary
Literature for Education/Training Options
Career Fair Dates
ASVAB Test Dates
PSAT Dates
Dual Enrollment Information
College Day Visitation Information
Information on Credit Recovery

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: Communicate effectively within and beyond the classroom
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examines problems and proposed solutions from multiple perspectives
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 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	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 (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's.
Assessment can be question answer, performance activity, etc.
 Students will register for standardized tests and attend post-secondary information meetings that meet individual needs.

Lesson Preparation

Essential Questions:

How do you revise your educational plan for life-long learning?

Engagement (Hook):

Do you need to change your personal plan of study? Show students their credit study sheets.

Procedures

Counselor Procedures:

1. Present calendar with information on upcoming events for 11th grade students.
2. Encourage students to gather information materials when they participate in events.
3. Explain "credit reviews" and 4 year plan meetings and the value of meeting individually with the school counselor. Inform students that individual appointments are available for credit

Student Involvement:

1. Students will participate or sign up for upcoming events that are of personal interest.
2. Students will review the materials and make note of information to remember.
3. Students will review the process for making appointments. They will schedule an appointment with counselor.

reviews and plan revisions.	
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Teacher Follow-Up Activities

The teacher will follow up and reinforce the information shared during the session.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: My Personal Plan of Study

Lesson Title: Assessing Personal Plan of Study for Life-Long Learning **Lesson:** 6 of 6

Grade Level: 12

Length of Lesson: 30-35 minutes

Missouri Comprehensive Guidance Standard:

AD.6: Developing and Monitoring Personal Educational Plans

Grade Level Expectation (GLE):

AD.6.A.12.a.i: Apply information to revise and implement a personal educational plan necessary for life-long learning.

American School Counselor Association National Standard (ASCA):

Academic Development

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

Materials (include activity sheets and/ or supporting resources)

Worksheet titled Educational Plan Review for Seniors

Personal Educational Portfolios/4 year plan

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
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 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 (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)

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

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Students will complete an educational plan review to revise their personal educational plans.</p>

Lesson Preparation

<p>Essential Questions: Have you implemented your personal educational plan necessary for life-long learning? Are you educationally prepared to go on beyond high school?</p> <p>Engagement (Hook): What have you accomplished to date? Has your personal plan helped you to further your educational goals? (Use credit study review)</p>

Procedures

Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. The counselor will discuss the value of present and future personal education plans and goals with students. 2. The counselor will pass out “Personal Plan of Study Review for Seniors” and give instructions for completing it. 3. After the worksheet is completed the counselor will ask students to rethink and revise life-long learning plans. 4. Counselor will arrange for letters to be mailed in 5 years. 	<ol style="list-style-type: none"> 1. Students will review and reflect on the development and appropriateness of their plans. 2. The students will complete <i>Personal Plan of Study Review</i> worksheet after instructions are given. Students will discuss the information on their <i>Personal Plan of Study Review</i> worksheet. 3. Students will write a letter to themselves. Letters include reflections about benefits of planning for the future and reminders of life goals established at the end of high school. 4. Stamped self addressed letters will be given to counselor for mailing in 5 years.

Teacher Follow-Up Activities

Collect *Personal Plan of Study Review* worksheets that were not completed during the session.

Counselor reflection notes (completed after the lesson)

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Personal Plan of Study Review for Seniors

Name _____

Address _____

Phone number _____

(Circle the items that apply and fill in blanks)

1. My post-secondary plans include:

- a. trade/technical school _____.
(trade certificate or other certification)
- b. military _____.
- c. two year college _____.
(certificate or associates degree)
- d. four year college/university _____.
(degree)
- e. on-the-job training _____.
(type of training)
- f. go directly into the work force _____.
(type of job/occupation)

2. Rate the following subjects as each relates to your learning experience. (Circle one of the numbers beside each subject, 1 being the lowest, 5 being the highest.)

English	1	2	3	4	5
Mathematics	1	2	3	4	5
Social Studies	1	2	3	4	5
Science	1	2	3	4	5

Turn page over for completion

3. What elective was the most valuable to your learning experience during your high school career?
4. List your extra-curricular activities in high school.
5. Have you participated in a vocational/technical program? (circle) Yes No
If yes, what program? _____
6. I attend high school as a senior (circle) part-time full-time
7. What financial resources have you obtained to further your educational goals? (Circle all that apply.)
 - A. A+
 - B. Scholarship(s)
 - C. Loan(s)
 - D. Grants
 - E. Job/support
 - F. Savings
 - G. Parental support
8. Rate your experience with the guidance/counseling department by circling one of the following: Satisfactory Unsatisfactory

Comments:
9. Suggestions for improvement of learning, counseling, and administration at the high school level.

Unit #1 Title: Goal Setting

Grade Level: 9-11

MUST READ--THIS IS A VERY IMPORTANT NOTE: The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12th Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12th grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

Number of Lessons in Unit: 4 (+ 12th grade “Ultimate Career Development Experience for Seniors”)

Time Required for Each Lesson: 55-70 minutes

Best Time of Year to Implement this Unit: The best time to implement Unit 1 is at the beginning of the school year, followed by Units 2, 3, 4, 5. The 12th grade unit/senior project (Unit 6 “The Ultimate Career Development Experience for Seniors”) requires independent investigation and research by each individual. It is recommended that Unit 6 be introduced during the early part of the senior year with checkpoints for monitoring student progress throughout the year. (See Unit 6: “The Ultimate Career Development Experience for Seniors” for details)

Lesson Titles:

Grade 9

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student’s *Personal Plan of Study* (Initiated in 8th Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

Grade 10

Lesson 2: Revisiting the *Personal Plan of Study*: Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student’s *Personal Plan of Study* (Initiated in 8th Grade)

Activity Sheet “Occupational Trial Plan” Source: The “Occupational Trial Plan” is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

Grade 11

Lesson 3: Does My Career Fit ME? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need EXAMPLE Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Grade 11

Lesson 4: Respect for All Workers

Materials/Special Preparations Required:

Newsprint

Markers

Activity Sheet: Career Paths Chart

A "focus object" for each student (e. g., a new pencil, a healthy snack). Object will be used to engage students in the lesson. (Note: If using a food item as "focus object" select something that supports the national emphasis on well-being via healthy in-school snack offerings.)

Grade 12

Unit 6: Ultimate Senior Project

See Ultimate Career Development Experience For Seniors (Unit 6)

Missouri Comprehensive Guidance Standard(s):

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

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

Grade Level Expectation(s):

CD.7.A.09.a.i: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

CD.7.A.10.a.i: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

CD.7.A.11.a.i: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

CD.7.C.11.a.i: Identify personal contributions to a global society to be made as a result of one's life career choices.

(Reminder: Unit 6 (12th Grade) "The Ultimate Career Development Experience for Seniors" incorporates ALL GLEs for the Career Development Strand.)

American School Counselor Association National Standard (ASCA):

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 decision.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between training and the world of work.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Assessment (acceptable evidence):

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

The summative assessment for the Career Development Strand is "The Ultimate Career Development Experience for Seniors" (see folder for Unit 6)

Brief Summary of Unit:

In this unit for 9th, 10th and 11th grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.

"The Ultimate Career Development Experience for Seniors" will be implemented at the 12th grade level. Senior (12th grade) students will convey their understanding of career exploration and planning in the achievement of life career goals, sources for accurate information about post-secondary options and requirements, and career readiness skills via a culminating senior project which will include presentations to 8th graders making the transition from middle school to high school.

Unit Goals:

The student will know how to utilize knowledge of the world of work, personal interests, strengths, and limitations to reflect, review, revise/refine, reflect their present and future short- and long-term action plans such as his or her *Personal Plan of Study* (The Missouri School Improvement Program [MSIP] requirement for all students, see Missouri School

Improvement Program Standards)

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

How to prepare a *Personal Plan of Study*.

High school graduation requirements.

Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options

Unit #1 Title: Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study* and
Post HS Requirements

Lesson: 1 of 4

Note: This 9th Grade lesson appears in two (2) units: in this unit (Unit 1) AND again as Lesson 1 in Unit 4 “Life Long Learning “. They are identical Lessons and are provided in both Units for ease of access to those who may choose to implement one and not the other of the units.

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance Standards:

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

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectation (GLE):

CD.7.A.09.a.i: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

American School Counselor Association National Standard (ASCA):

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 decision.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students’ *Personal Plan of Study*

A panel of 4-5 workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class re: “I wish I had known then what I know now” or “If only I had known _____, I would have _____.”

Career interest inventory results

List of minimum entrance requirements for a variety of post-secondary options (including, but not limited to) colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT) and resources for gaining immediate post-high school employment. (From counselor and/or community resources)

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 4. Use technological tools and other resources to locate, select and organize information 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 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
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 workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</p> <p>Students will be able to reevaluate, assess (review/rethink) their <i>Personal Plans of Study</i> and revise/refine as needed</p>

Lesson Preparation

Essential Questions:

How have my interests, strengths, and limitations changed since I developed my *Personal Plan of Study*?

Engagement (Hook):

Open the panel by saying something like: “If I had known then (1957) that I wouldn’t be able to buy a Ford Thunderbird on a teacher’s salary, I would have saved and invested more money.” Invite panel members to share their own “I wish I had known” experiences with the students.

Procedures

Instructor Procedures:	Student Involvement:
<p>NOTE: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations OR they may choose to observe the remainder of the guidance lesson (with students’ “permission”). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes; and time for students to review/ rethink/ revise/ refine their individual <i>Personal Plan of Study</i>.</p> <ol style="list-style-type: none"> 1. Facilitate the panel discussion of community members. Panel members will communicate “things” they wish they had known prior to making their personal career choices (allot a maximum of 5 minutes for each person’s narrative). 2. Divide class into small groups. “Assign” a panel member to each group. In the small groups students will be able to enter into more personalized conversations with the panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or mis-information. 3. Distribute the students’ Personal Plan of Study, career interest inventories and results (if available), high school graduation requirements (most current Missouri Department of Elementary and Secondary 	<ol style="list-style-type: none"> 1. Students will listen and formulate personal questions as the panel members share their “I wish I’d known” reflections. 2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the lack of and/or mis-information one realizes after being in the chosen profession. 3. Students will review their <i>Personal Plan of Study</i> to remind themselves of the plan they developed in 8th grade.

<p>Education and local Board of Education requirements for all students, listings of the minimum entrance requirements for a variety of post-secondary education and training options, including, but not limited to colleges/ universities/ technical schools and a planning form to guide those students seeking immediate. full-time post secondary employment.</p> <p>4. Consider students' privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students' review of their <i>Personal Plans of Study</i>.</p> <p>5. When students have had an opportunity to review and revise/refine their current plans; they will write a note to you explaining the changes they are making. As you review their revised/refined Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled Individual Planning sessions. Arrange for the copying of students' revised/refined <i>Personal Plan of Study</i> and return the copy to the student.</p>	<p>4. Students will use the information gained during the panel discussion; their completed (and tentative) Personal Plan of Study; their career interest inventory results (if available), the counselor-provided listing of minimum entrance requirements for a variety of colleges/ universities/ technical/proprietary schools or plan for immediate post-high school employment to help them review/ rethink/ refine/revise their Personal Plan of Study.</p> <p>5. Students will make changes to their plans as needed and will write a note to you (the counselor) explaining the changes.</p>
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Teacher Follow-Up Activities

<p>Encourage teachers to share what they wish they had known before starting their job as a teacher.</p>

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Goal Setting	
Lesson Title: Revisiting the <i>Personal Plan of Study</i> : Using the “Occupational Trial Plan”	Grade Level: 10
Lesson: 2 of 4	
Length of Lesson: 55 to 70 minutes	
Missouri Comprehensive Guidance Standard: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
Grade Level Expectation (GLE): CD.7.A.10.a.i: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths and limitations.	
American School Counselor Association National Standard (ASCA): 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.	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet “Occupational Trial Plan” (copy for each student) Counselor-completed “Occupational Trial Plan” to serve as an example for students’ plans (make several copies) Source: “The Occupational Trial Plan” is adapted from the <i>Missouri Career Education: Senior High-Exemplary Activities Handbook</i> , (Missouri Department of Elementary and Secondary Education, 1980) Students’ <i>Personal Plan of Study</i> (initiated in 8 th grade and reviewed/revised/refined in subsequent years)

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions

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 workplace
	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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	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):

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

Students will identify job requirements/expectations of their personal career choices and compare these with their own personal preferences via completion of the "Occupational Trial Plan" and their individual *Personal Plan of Study*.

Lesson Preparation

Essential Questions:

I've changed my mind about my career plans three (3) times in the past month! I'm exploring the occupations as I consider them. How in the world can I ever keep track of everything I discover about the occupations and me?

What does the Occupational Trial Plan have to do with my career choice?

Engagement (Hook):

So much to do! So little time!! Counselor explains his or her completed Occupational Trial Plan (make several copies to pass around for students to see)

Procedures

Instructor Procedures:	Student Involvement:
1. Counselor: Complete your personalized Occupational Trial Plan and make several copies of it prior to class. Explain the	1. Following presentation of the counselor's "Occupational Trial Plan, students will create their own plans.

<p>processes you used as you responded to each question. Encourage students to look at your plan as they complete their own. Distribute blank “Occupational Trial Plan” Activity Sheets to students.</p>	
<p>2. Monitor and encourage students’ completion of their “Occupational Trial Plans.”</p>	<p>2. Students ask clarifying questions as they respond to the questions</p>
<p>3. Divide class into pairs to explain and clarify completed plans.</p>	<p>3. Students will explain and clarify their responses as they share their plans with a peer. During discussions with peer-partner, students will discuss/explain areas of certainty and areas of uncertainty.</p>
<p>4. Review with students their new findings and any new career decisions about their proposed careers that they have made or are considering. This may be done as a classroom guidance lesson or as a part of the Individual Planning strategies.</p>	<p>4. Prior to counselor-review of students’ “Occupational Trial Plans”, develop questions to be discussed with counselor.</p>
<p>5. After you have had an opportunity to review their plans, return <i>Personal Plans of Study</i> to students for inclusion in their “Important Papers” storage system (If your district has not adopted a plan/procedure for students to use to save “Important Papers”, encourage students to develop their own).</p>	<p>5. Students will lead the review of their “Occupational Trial Plans” by proposing questions and supporting choices as counselor helps students explore broader possibilities (if necessary). Students will store “Occupational Trial Planner</p>

Teacher Follow-Up Activities

<p>Work with classroom teacher(s) to develop a unit or lesson, which includes student research about unique job opportunities and their characteristics.</p>

Counselor reflection notes (completed after the lesson)

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The Occupation Trial Plan

The “Occupational Trial Plan” will help you organize your discoveries about the world of work and you! During the next few years you will be making choices that will influence your life satisfaction, success, and stability. Complete this plan thoughtfully and you’ll be better prepared than many to make the hard decisions that lie ahead of you!

(A reminder: You are to respond to the items from your own point of view ... your responses may be different from your friends’.)

PART I: ALL THINGS CONSIDERED

Check () when task/activity has been completed

Underline one in each box

() 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).	I can meet them I cannot meet them Not sure
() 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength and interest).	I can meet them I cannot meet them Not sure
() 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality inclinations).	My interests and personality needs are in the following areas:
() 4 The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.	They appear to be: Satisfactory Unsatisfactory
() 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.	Yes No
() 6. I can tolerate the disadvantages.	Yes No
() 7. I have investigated the job outlook in this occupation for the next 10 years.	The outlook is: Excellent Good Fair Poor
() 8. The activities of this occupation seem to be in harmony with my value system and life style.	Yes No
() 9. I have investigated the probable geographic area in which employment will be available in this occupation.	I am I am not willing to leave my home town area.

PART II: MORE “THINGS” TO CONSIDER

1. Most workers in this occupation are found in (circle all that apply):

Cities

Rural Areas

All Areas

Offices

Manufacturing Plants

Other

2. Possibilities for promotion are: _____good _____ fair _____ poor.

3. The earnings I can make in this occupation are: _____satisfactory _____ unsatisfactory for me and the lifestyle I want to live.

4. I have_____ have not_____ discussed my plans with someone in this occupation.

5. I will take the following steps (include courses that are needed) to prepare myself for this occupation.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

6. I have____ have not____ considered the financial requirements of post-secondary preparation for this occupation. I will either meet these requirements with my own resources or I will:
Apply for financial aid_____, Apply for scholarships_____, Apply for a student loan from the institution I plan to attend _____ Find a job _____. (Check all that apply)

7. I plan to seek further occupational preparation at one of these institutions:

Name of Institution

Address

Area of Study

- a. _____
- b. _____
- c. _____

**PART III: ALL THINGS (AND MORE) CONSIDERED: PRIORITIES FOR THE
FUTURE**

1. I have discovered that I will be happiest and most successful AT WORK if I
2. It will be important that my work is located ...
3. Satisfaction during my non-working time, means I
4. I will have a sense of stability in my work and non-work life if I ...

Signature

Date

Unit #1 Title: Goal Setting	
Lesson Title: Does My Career Fit ME? (Venn Diagram)	Lesson: 3 of 4
Grade Level: 11	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance Standard: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
Grade Level Expectation (GLE): CD.7.A.11.a.i: Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.	
American School Counselor Association National Standard (ASCA): Career Development Standard C. Students will understand the relationship between personal qualities, education, training, and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Paper and pencil. Teacher will need EXAMPLE Venn Diagram on paper or PowerPoint.

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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 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 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

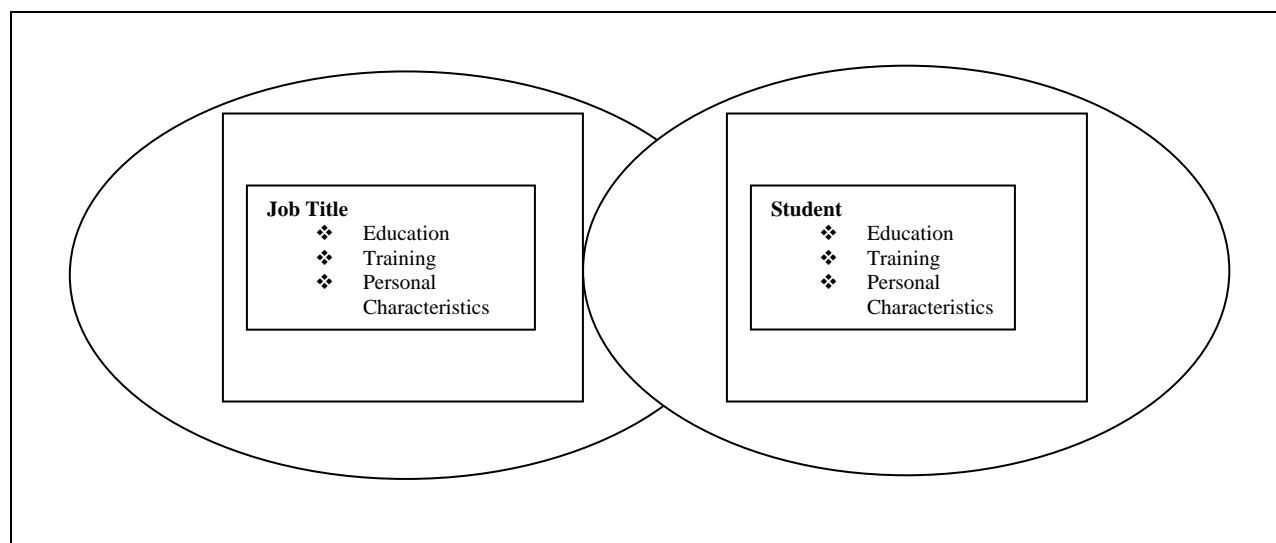
		ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.
Students will list education, training requirements, and a minimum of four personal characteristics for their current job of choice and for self. Students will list the education, training, and personal characteristics for jobs in left-hand section; the education, training and personal characteristics of self in the right-hand section; and the education, training and personal characteristics that appear in both in the center section of the VENN Diagram.



Lesson Preparation

Essential Questions:
Why is it important that individual characteristics fit with characteristics needed for life career goals?

Engagement (Hook):
Counselor example. How do my (counselor) educational goals, training goals, and personal characteristics compare with those of my career? Counselor will model development of Venn Diagram on "overhead" or chalk board via personal example.

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Instructor models OWN Venn Diagram. 2. Students are instructed to list education, training requirements and a minimum of 4 personal characteristics for current job-of-choice and for self in the left- and right-hand sections of the Venn Diagram. 3. Students are instructed to list, in the center section of the Venn Diagram, all education, training, and personal characteristics that are the SAME for their current job-of-choice and for themselves. 4. Closure: Encourage students to use the Venn Diagram process as they continue their observations and explorations of the World of Work. Preview the next guidance lesson by asking: "If you were faced with making 'job-cuts' in the candy bar business, what criteria would you use to decide which jobs are unimportant in the production of candy bars?" 	<ol style="list-style-type: none"> 1. Students observe as instructor models. 2. Students list education, training requirements and a minimum of 4 personal characteristics for job of choice and self on Venn Diagram. 3. Students list all education, training, and personal characteristics that are the SAME in center of Venn Diagram.

Teacher Follow-Up Activities

Teacher may complete his/her own Venn diagram and share with students

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: Goal Setting	
Lesson Title: Respect for ALL Workers	Lesson: 4 of 4
Grade Level: 11	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance Standard: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
Grade Level Expectation (GLE): CD.7.A.11.a.i: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. CD.7.C.11.a.i: Identify personal contributions to a global society to be made as a result of one's life career choices.	
American School Counselor Association National Standard (ASCA): Career Development Standard C. Students will understand the relationship between personal qualities, education, training, and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Newsprint Markers Activity Sheet Career Paths Chart (one for each student) A "focus object" for each student (e. g., a new pencil, a healthy snack). The "object" will be used to engage students in the lesson. (Note: If using a food item as "focus object" select something that supports the national emphasis on well-being via healthy in-school snack offerings."

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different context 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 4. Evaluate the processes used in recognizing and solving 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
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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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</p> <p>Completed newsprint poster for each team and the Career Paths Charts completed by each student will be used as background information for student Position Statements about the MOST important job, the necessary jobs and the jobs that may be eliminated in the production of the "focus object". The Position Statement will include evidence that the student has considered local as well as global implications of eliminating jobs. Evidence will be provided supporting respect for all work and workers INCLUDING the CEO. The Position Statements will evidence empathy for each worker's role.</p>

Lesson Preparation

<p>Essential Questions:</p> <p>How do we view the importance of individual jobs?</p> <p>Engagement (Hook):</p> <p>We've got to reduce the cost of producing _____! Which jobs can be eliminated?</p> <p>Hand out "focus object", e.g., pencil, healthy snack.</p>

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> When a "focus object" has been given to each student, divide class into groups of four. Students are instructed to look at their 	<p>Student Involvement:</p> <ol style="list-style-type: none"> Students sit in groups of four. Students list ALL jobs required to get
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<p>“focus object” and list on newsprint ALL jobs that are required to get the object in their hands.</p>	<p>object in their hands.</p>
<p>3. Students are instructed to post newsprint on wall in classroom “roam the room” to compare lists.</p>	<p>3. Students post newsprint on wall in classroom “roam the room” to compare lists.</p>
<p>4. Students return to their groups; distribute the Activity Sheet “Career Paths Chart”. Students are instructed to individually place each job in a career path on their Career Path Charts.</p>	<p>4. Students place each job in a career path on their individual Career Paths Chart..</p>
<p>5. Students are instructed to review their entries on the Career Path Chart and determine, with their peers, which job is the MOST important, which jobs are necessary and which jobs can be eliminated.</p>	<p>5. Students will present “arguments” for the job they consider MOST important, jobs that are necessary and jobs that can be eliminated.</p>
<p>6. Students are instructed to write a position statement supporting their position re: “The Elimination of Jobs in the production of ____ “ (See Lesson Assessment for guidelines)</p>	<p>6. Students will develop individual “Position Statements” based on the data gathered during class activities.</p>
<p>7. Close with asking students to complete the statement: “I stand firm on my belief that jobs and workers”</p>	<p>7. Students will contribute to the “I stand firm ...” process.</p>

Teacher Follow-Up Activities

<p>Encourage classroom teachers to post student “Position Statements” and to continue discussions about the variety of occupations in career pathways that are necessary to produce individual products</p>

Counselor reflection notes (completed after the lesson)

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CAREER PATHS CHART

(To be completed by each student)

Arts & Communication	Natural Resources	Business, Management & Technology	Industrial & Engineering Technology	Health Services	Human Services

Unit 2 Title: Navigating Through the World of Work

Grade Level: 9-11

MUST READ--THIS IS A VERY IMPORTANT NOTE: The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12th Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12th grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

Number of Lessons in Unit: 3 + Grade 12 culminating experience “The Ultimate Career Development Experience for Seniors” (Unit 6)

Time Required for Each Lesson: 55-70 min.

Best Time of Year to Implement this Unit: At appropriate for each grade level (see lessons)

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Cluster Poster or handout

A career interest inventory such as:

Kuder – **www.kuder.com**

Choices – **www.choices.org**

Self Directed Search – **www.self-directed-search.com**

ACT’s Discover – **www.act.org**

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The Occupational Outlook Handbook - **<http://www.bls.gov/oco/>**

Dictionary of Occupational Titles - **<http://www.occupationalinfo.org/>**

Any other career resource.

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form
Teacher consent form
Description and checklist
Workplace tips
Thank you letter
Consent participant form
Orientation form
Questions form
Reflection form
Supervision form
List of local businesses and organizations (prepared by counselor)
Counselor Information Sheet for Job Shadowing

Grade 12

Unit 6: Ultimate Senior Project

See Ultimate Career Development Experience For Seniors (Unit 6)

Missouri Comprehensive Guidance Standard:

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

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

Grade Level Expectation(s):

CD.7.B.09.a.i: Recognize the sixteen (16) career clusters within the six career paths as a more specific organizer for exploring and preparing for careers now and in the future.

CD.8.A.09.a.i: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.

CD.7.B.10.a.i: Evaluate a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.10.a.i: Analyze career and educational information to identify the most relevant resources for specific career options.

CD.7.B.11.a.i: Utilize a variety of resources to aid in career exploration and planning.

CD.8.A.11.a.i: Synthesize information gathered from a variety of sources.

American School Counselor Association National Standard:

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.

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

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.
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	<ul style="list-style-type: none"> 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 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, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving 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 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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	<ul style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
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	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

The summative assessment for all units in the High School Career Development Strand is the **“The Ultimate Career Development Experience for Seniors” (Unit 6)**. Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

Brief Summary of Unit:

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to “try-on” work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. **“The Ultimate Career Development Experience for Seniors” (Unit 6)** will provide students with the opportunity to convey their understanding of career exploration and planning for the achievement of life career goals.

Unit Goals and Objectives:

The student will know how to utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as changes occur in the world of work and in their lives.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of the purposes and elements of Career Pathways as a structure for the world of work—including, the names of the career paths the occupations that are included in each Career Path and the education/training required for specific careers.

Awareness of self and personal career interests

Computer use for research and composition of presentation.

Unit #2 Title: Navigating the World of Work

Lesson Title: Career Interest Inventory

Lesson: 1 of 3

Grade Level: 9

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance Standard:

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

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectation (GLE):

CD.7.A.09.a.i: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

American School Counselor Association National Standard (ASCA):

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 decision.

Materials (include activity sheets and/ or supporting resources)

Career Cluster Poster or handout

A career interest inventory such as:

Kuder – www.kuder.com

Choices – www.choices.org

Self Directed Search – www.self-directed-search.com

ACT's Discover – www.act.org

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 4. Use technological tools and other resources to locate, select and organize information 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 2. 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 8. Explore, prepare for and seek educational and job opportunities
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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	
Social Studies	
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):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Completion of a career interest survey, identification of careers within the career cluster of their choice and application of information to individual exploration of the World of Work.</p>

Lesson Preparation

<p>Essential Questions: What does it matter if my individual interests do or do not fit with the characteristics needed for my life career goals?</p> <p>Engagement (Hook): Counselor shares by modeling his/her own interests by sharing a completed interest inventory and how the results fit his/her career choice.</p>

Procedures

<p>Counselor Procedures:</p> <ol style="list-style-type: none"> Counselor explains the link of measured interests to his/her own career and how careers link to one another (e.g. linkages within each of the 16 career clusters) The interest inventory you choose may be a "pencil and paper" version or an "on-line" version. Hand out selected interest inventory and explain directions OR direct students to online inventory. 	<p>Student Involvement:</p> <ol style="list-style-type: none"> Students observe counselor's information and refers to own career clusters' sheet
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<ol style="list-style-type: none"> 2. Counselor observes and helps students complete inventories. 3. Help students score and find careers that match their interests. 4. Have students share results with a partner. (Be sure to consider students' privacy rights – review school board policy and allow students the choice of whether or not to share results with another person.) 5. As students review the results of the Interest Inventories, have them identify at least one career of interest. Partners will interview each other about their career of interest. Instruct students to introduce partners to the class as a worker in the career and career cluster of their partner with the class. 	<ol style="list-style-type: none"> 2. Students may be using a pencil/paper inventory or an online inventory. They will be reading directions. Students complete surveys. 3. Score and find career/interest matches. 4. Students work with a partner and share their results with each other (as appropriate). 5. Students will take turns sharing their partner's choices.
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Teacher Follow-Up Activities

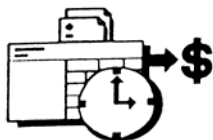
Have students write a paper on how their personal interests compare to their career choice.

Counselor reflection notes (completed after the lesson)

Career Paths

Working Together in Our Community

Business, Management, & Technology



Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, *personnel, economics, and management.*

Arts & Communications



Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.

Natural Resources/Agriculture



Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Industrial & Engineering Technology



Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Human Services



Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

Health Services



Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Unit #2 Title: Navigating the World of Work

Lesson Title: Investigating Career Resources

Lesson: 2 of 3

Grade Level: 10

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance Standard:

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

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectation (GLE):

CD.7.B.10.a.i: Evaluate a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.10.a.i: Analyze career and educational information to identify the most relevant resources for specific career options.

American School Counselor Association National Standard (ASCA):

Career Development

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

Materials (include activity sheets and/ or supporting resources)

Listing of Career Clusters

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The Occupational Outlook Handbook - <http://www.bls.gov/oco/>

Dictionary of Occupational Titles - <http://www.occupationalinfo.org/>

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) www.acrnetwork.org and www.online.onetcenter.org

Any other career resource.

Career Path Mini Poster

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p>

X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
Mathematics	
Social Studies	
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):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Students will choose one career from each of career clusters. They will identify and report in writing the educational requirements, average salary, and job outlook for each job.</p>

Lesson Preparation

<p>Essential Question:</p> <p>Why is it important to compare and contrast different careers?</p> <p>Engagement (Hook):</p> <p>Did you know ... with a click of your mouse you can find information about any occupation? You can view video-clips of people at work? Our goal for today is to help you help yourself –to a lifetime of success.</p>

Procedures

<p>Counselor Procedures:</p> <p>1. Counselor will give students a handout with a list of the 16 career clusters and the Activity Sheet: “Outlook for Jobs in the Future”. Students will be instructed to</p>	<p>Student Involvement:</p> <p>1. Students will look at the list of career clusters and career pathways and jobs within the pathways and select a job of interest from each pathway.</p>
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select a job from each pathway and/or cluster.	
2. Students are instructed to list educational requirements, salary or wages, and job outlook for each job using a different resource for each, on the attached reporting form.	2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form.
3. Counselor monitors students' progress.	3. Students complete form and ask clarifying questions.

Teacher Follow-Up Activities

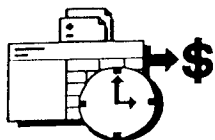
Students select one job and interview a person employed in that job. They could then write a paper entitled, "A Day in the Life of....."

Counselor reflection notes (completed after the lesson)

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Career Paths

Working Together in Our Community



Business, Management, & Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



Arts & Communications

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



Industrial & Engineering Technology

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to: States Career Clusters: www.careerclusters.org.

Agriculture, Food, & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business, Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety & Security

Manufacturing

Marketing, Sales & Service

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

Occupational Outlook Handbook: <http://www.bls.gov/oco/>
Dictionary of Occupational Titles: <http://www.occupationalinfo.org/>
ONET: www.onetcenter.org
Other: www.careercluster.org

OUTLOOK FOR JOBS IN THE FUTURE

Pathway	Job	Salary	Education	Outlook	Resource Used
Arts & Communications					
Natural Resources					
Business, Management, & Technology					
Industrial & Engineering Technology					
Health Services					
Human Services					

Unit #2 Title: Navigating the World of Work

Lesson Title: Job Shadowing

Lesson: 3 of 3

Grade Level: 11

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance Standard:

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

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectation (GLE):

CD.7.B.11.a.i: Utilize a variety of resources to aid in career exploration and planning.

CD.8.A.11.a.i: Synthesize information gathered from a variety of sources.

American School Counselor Association National Standard (ASCA):

Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

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. 2. Conduct research to answer questions and evaluate information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom

	6. Apply communications techniques to the job search and to the workplace
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 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 4. Recognize and practice honesty and integrity in academic work and in the workplace 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	6. Participating in formal and informal presentations and discussions of issues and idea
	Mathematics	
X	Social Studies	6. Relationship of individual and groups and institutions of cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Successful completion of forms necessary to participate in job shadowing, completion of a job shadowing experience and a reflection/projection narrative about implications of job-shadowing experience for the future.</p>

Lesson Preparation

<p>Essential Questions: What benefits would someone gain from a job shadowing experience? How would it be different from someone who does not have the opportunity to job shadow?</p> <p>Engagement (Hook): Use media (i.e. music, movie clips, etc.) to facilitate discussion on job shadowing experiences.</p>

Procedures

<p>Counselor Procedures: (This strategy is “labor-intensive” for counselors. The materials that accompany this lesson will help you organize for the adventure.)</p> <ol style="list-style-type: none"> 1. Counselor uses media and/or other sources to engage students in a discussion about job shadowing. 2. The counselor asks students to think about their own interests related to jobs. Students are asked if they would like to know more about certain jobs. 3. The counselor discusses future plans for job shadowing. Job shadowing packets are distributed to the students and time is allowed for completion of forms 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will learn what it means to job shadow. 2. Students respond to the counselor’s questions. 3. Students will complete necessary forms and start search for job shadowing placement.
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Teacher Follow-Up Activities

Teacher could ask students to share some of their experiences during job shadowing. Student could also write a paper on job shadowing experiences.

Counselor reflection notes (completed after the lesson)

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Counselor Information Sheet for Job Shadowing

Goal:

The goal is to have the student experience the world of work through job shadowing.

Role:

The role of the student during job shadowing will be to observe an employee for a short period of time to learn about the business, industry, or profession of the employee. The student witnesses firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options.

Students will:

1. Review the Job Shadowing Choices Checklist
2. Contact the host to set up a time and date for the job shadowing by using the Job Shadowing Choices Checklist
3. Receive and have completed:
 - a. Parental Consent to Participate Form
 - b. Transportation Form
 - c. Classroom Teacher Permission Form
4. Review Workplace Tips
5. Arrive on time
6. Dress appropriately

Students will report to (pre-determined) workplaces for a learning opportunity, to experience “real life” work in a career field.

During the job shadowing experience, the student observes his/her host, collects relevant information and asks questions (e.g. “What do you like about your job? What kind of skills or training do I need?”)

Standards and Criteria for Success:

As a result of the job shadowing experience, the student will be expected to complete some of the following activities:

1. Write a thank you letter (REQUIRED)
2. Complete the Job Shadowing Reflection Form
3. Keep a journal describing the site, the people, the work, and the environment
4. Submit a written report on the job shadowing experience.
5. Make an oral classroom presentation or poster presentation on careers represented at the job-shadowing site.
6. Ask workplace employer/supervisor to complete a job shadowing feedback sheet regarding the student participant.

Job Shadowing Choices Checklist

Future Job Interests

Local Businesses

Telephone Numbers

1. Contact your first choice for your job shadowing experience. Introduce yourself and state briefly the purpose of your job-shadowing visit. If they agree to the visit, ask them what date and times would be convenient for them. Write them down and restate the date and time to make sure you have the information correct. If you are not familiar with the place ask where you should meet them.
2. Thank them for their time and express that you are anxious to meet with them.

Business and person you will spend time with _____

Date: _____

Times: _____

3. Be sure all necessary consent forms are completed:
 - a. Parent/Guardian Consent Form
 - b. Classroom Teacher Permission Form
 - c. Transportation Consent/Agreement
4. Review the Workplace Tips Sheet
4. Go on your job shadow
 - a. Use List of Prepared Questions
 - b. Leave the Job Shadowing Supervisor Reflection Form at the business and ask for its completion and return.
6. Write a thank you note to business (sample letter attached)
7. Fill out the Job Shadowing Reflection Form

Job Shadowing Parent/Guardian Consent Form

Your son/daughter has expressed an interest in participating in a job shadowing experience. He/she will be assigned to a professional/employee who will lead them through their department. They will discuss a typical workday and explore different aspects of working in their field of choice.

PERMISSION TO PARTICIPATE IN JOB SHADOWING:

My child, _____, may participate in Job Shadowing.

This Job Shadowing will take place at: _____
on _____.

I grant permission to photograph my child for identification, promotional and educational purposes. Should it be necessary for my child to have medical treatment while participating in the job shadowing program, I hereby give my permission to the personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency/medical history to the attending physician, if needed.

Student's Name: _____ Phone: _____

Address: _____ City: _____ Zip: _____

Parent/Guardian: _____

Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions?

_____ YES _____ NO

If "yes" please explain:

Have you signed a transportation agreement form? _____ YES _____ NO

Signature of Parent/Guardian

Date

Job Shadowing Classroom Teacher Permission Form

The Job Shadowing Program is an opportunity for students to spend a day, or part of a day, on the job with a person or professional who works in an occupation in which s/he is interested. This experience is an important step toward career planning and graduation. The student will be responsible for all schoolwork missed during this experience. Thank you for your cooperation.

Student: _____ Grade: _____

Job Shadow Experience

Date: _____ Time: _____

Place: _____

Signatures of teachers from classes you will miss when Job Shadowing

Period/Block 1 _____

Period/Block 2 _____

Period/Block 3 _____

Period/Block 4 _____

Period/Block 5 _____

Period/Block 6 _____

Period/Block 7 _____

Block 8 _____

Counselor/Coordinator Signature

Date

Parent/Guardian Signature

Date

Office given notice of absence? _____ YES _____ NO Date: _____

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

Job Shadow Transportation Agreement

I give permission for my child, _____,
to drive a vehicle to _____
on _____ for the purpose of Job Shadowing.
(Job Shadow Location)
(Job Shadow Date)

Parent/Guardian Signature

Date

* * * * *

I give permission for my child, _____,
to ride in a vehicle driven by _____
to _____
on _____ for the purpose of Job Shadowing.
(Person Driving)
(Job Shadow Location)
(Job Shadow Date)

Parent/Guardian Signature

Date

If you have any questions or concerns, please contact:

(List names of guidance personnel involved in job shadowing, phone number
and each extension.)

Workplace Tips

There are two general categories of factors that contribute to an employee's success at the workplace. First, employees must master a set of specific technical skills and experiences. Second, all occupations require general skills such as problem solving, communications and interpersonal abilities. During your job shadowing experience you will be introduced to employees using both technical and general skills. When you are at the workplace, think about these tips and what it takes to be a top employee.

Be honest.

Have a positive attitude. Be friendly, courteous, polite and cooperative with co-workers and clients.

Always be reliable and prompt. Customers and other workers are depending on you.

Notify the appropriate supervisor when you are going to be late or absent.

If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.

Respond positively to constructive criticism.

Take responsibility for your actions.

Give your best effort at all times. If you have completed all your regular and assigned tasks, show initiative and seek additional work.

Challenge yourself to be a continuous, life-long learner.

Always be open to change.

Prepared List of Questions for Job Shadowing Experience

- How long have you worked here?
- What are your responsibilities?
- What basic skills and knowledge does he or she use?
 - Reading
 - Listening
 - Applying mathematics
 - Listening
 - Speaking
- What technical skills are necessary to perform this job well, and how are they used?
 - Using computers
 - Operating office machines
 - Repairing equipment
- Which of the following problem-solving skills are needed, and how are they applied?
 - Organizing and planning
 - Interpreting and communicating information
 - Thinking creatively
 - Making decisions
 - Analyzing problems
- What interpersonal (or “people”) skills are needed, and how are they used?
 - Serving customers
 - Participating as a team member
 - Teaching
 - Leading
 - Resolving conflict
 - Working with cultural diversity
- What type of schooling is required for this job?
- What new skills have been learned since then?
- How might this job change in the next five years? The next ten?

- How many days a week do you work?
- How many hours a day do you work?
- What is the average income for this type of job?
- Does this job provide a steady income?
- What are some advantages of this job?
- What are some disadvantages of this job?
- Why did you choose this type of work?
- Do you enjoy your work?
- What was the hardest thing to learn about the job?
- What do you especially like about the job?

Writing A Thank You Letter

Thank you letters are an important business courtesy. When you tell people how much you appreciate good things they have done, you reward them for their efforts and make a good impression about yourself.

It is important to thank your workplace host for the time and effort that has been given to help you in career exploration. The following is a model for a thank you letter.

Date (Month, Day, Year)

Your Workplace Host's Name
Your Workplace Host's Department
Street Address
City, State, Zip

Dear (Mr., Ms. Or Mrs. Workplace Host's Last Name)

Paragraph 1: Thank your workplace host for his or her time and helpfulness.

Paragraph 2: Tell him or her why the experience was important to you. Share some of the things you learned through job shadowing.

Sincerely,
Sign Your Name

Print your name below your signature

Job Shadowing Reflection Form

Name _____

Describe the department you visited.

What type of work activities did you observe during your job shadowing experience?

What did you like best about your job shadowing experience?

What did you like least about your job shadowing experience?

What surprised you the most about what you observed, heard, did and/or learned?

If you wanted to work in the department you visited, what might you do to prepare in the next five years, both in high school and afterwards?

Would you consider a career in this field? Why or Why not?

Job Shadow Supervisor Reflection

Name of Career/Occupation _____

Company/Business/Industry You Represent _____

Name of Participating Student _____

Was the student properly prepared for the visit? _____Yes _____No

Was the student's behavior appropriate? _____Yes _____No

How did you feel about the experience? Did you see any benefit to yourself or the student?

Would you be willing to have another student Job Shadow your career?

_____Yes _____No

Additional comments?

Signature of Job Shadow Supervisor _____

Please return to:
Counselor and/or Coordinator's Name
Name of High School
Address of High School
City, State & zip code

Unit 3 Title: Respecting ALL Work

Grade Level: 9-11

MUST READ--THIS IS A VERY IMPORTANT NOTE: The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12th Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12th grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

Number of Lessons in Unit: 3 (+“The Ultimate Career Development Experience for Seniors” (Unit 6))

Time required for each lesson: 55-70 min.

Best time of year to implement this Unit: Throughout school year

Lesson Titles:

Grade 9

Lesson #1: How I Relate to Others

Materials/Special Preparations Required:

Inventory that explores the relationship between self and others and your skills in group activities.

Source: “The How I Relate to Others” is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE],1980).

Grade 10

Lesson #2: Past, Present, Future (biography of your future)

Materials/Special Preparations Required:

Computers, Guidelines for completing the Biography activity and materials to make timelines.

Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Grade 11

Lesson #3: Peer Review of My School and Community Activities

Materials/Special Preparations Required:

Individual list of school and community activities.

Grade 12

Unit 6: Ultimate Senior Project

See Ultimate Career Development Experience For Seniors (Unit 6)

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation(s):

CD.7.C.09.a.i: Analyze and evaluate school and community contributions as they relate to one's career and educational plan.

CD.7.C.10.a.i: Analyze and evaluate school and community contributions as they relate to life career goals.

CD.7.C.11.a.i: Identify personal contributions to a global society to be made as a result of one's life career choices.

American School Counselor Association National Standard (ASCA):

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.
- B: Students will employ strategies to achieve future career goals with success and satisfaction.
- C: Students will understand the relationship between training and the world of work.

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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, 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 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Evaluate the processes used in recognizing and solving problems

	8. Assess costs, benefits and other consequences of proposed solutions
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 6. 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 including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Assessment (acceptable evidence):

<p>Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</p> <p>Formative Assessment for this Unit includes: Completion of "How I Relate to Others" Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. "The Ultimate Career Development Experience for Seniors" (Unit 7) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals</p>

Brief Summary of Unit:

This unit has a two-pronged emphasis: 1. Developing respect for all work and workers and 2. The **social** responsibility of each individual living in a global society. The 12th grade outcome for GLE 7.3 recognizes the importance of students' understanding that each of us (via our chosen work and related activities) contributes to the well-being and betterment of our world. Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

Unit Goals and Objectives:

The student will respect all work as important, valuable and necessary in maintaining a viable global society.

The student will understand social responsibility as it relates to the personal contributions

one can make to society through one's work and non-work activities.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Concept of the manner in which they relate to others

Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).

An understanding of the term "global society"

Computer skills for research and composition of presentation.

Unit #3 Title: Respecting All Work	
Lesson Title: How I Relate to Others	Lesson 1 of 4
Grade Level: 9	
Length of Lesson: 55 to 70 minutes	
Missouri Comprehensive Guidance Standard: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
Grade Level Expectation (GLE): CD.7.C.09.a.i: Analyze and evaluate school and community contributions as they relate to one's career and educational plan.	
American School Counselor Association National Standard (ASCA): Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction. C: Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: "How I Relate to Others" A self-assessment inventory that explores the relationship between self and others and the skills for working with others on group activities. Source: "The How I Relate to Others" is adapted from the <i>Missouri Career Education: Senior High-Exemplary Activities Handbook</i> , (MO DESE, 1980).

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 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
	Goal 3: Recognize and solve problems
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	6. Participating informal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

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

Students will work in pairs or small groups to analyze and discuss the results of their "How I Relate to Others" Activity Sheet.

Lesson Preparation

Essential Questions:

- Is there any work that is NOT valuable?
- How does YOUR work contribute to the well being of OUR global society?
- What skills are necessary for the most effective interaction within group situations?
- How can I measure whether or not I have the necessary skills?

Engagement (Hook):

Before starting the activities of this lesson make the statement: "Ask not what your country can do for you, but what you can do for your country." Then ask "What does President Kennedy's 1961 statement have to do with you, your choice of activities now and your work in the future? That is the question that underlies our work in this unit. We will be learning more about our inter-connectedness and responsibilities to ourselves, each other and our global society—keep JFK's words in your mind as you consider your career choices and opportunities."

Procedures

Counselor Procedures:

- Students will be chosen to role-play group situation(s) that show effective and ineffective group interactions. Engage students in a group role-play activity followed by a discussion of effective and ineffective group interaction.
- Counselor will distribute the "How I Relate to Others" Activity Sheet. Introduce the Activity Sheet and emphasize the concept of conducting a self-assessment of relationship skills. Review each section of the Activity Sheet and ask

Student Involvement:

- Students will participate in role-play or participate as observers.
- Students will complete the "How I Relate to Others" Activity Sheet.

students to complete the activity.	
3. When students have completed the Activity Sheet, the counselor will facilitate a discussion of the activity and students' responses with the group. One of the "prompts" might be: "What do you have to do differently in order to work more effectively with others?"	3. Students participate in discussion by talking about specific and/or general items.
4. You may want to collect the activity sheets and save the results for students to review as a part of the 11 th grade unit 3 lesson: "Peer Review of My School and Community Activities." (This is another instance when a "storage system" for students' work will be useful!)	4. Students turn in their activity sheets.

Teacher Follow-Up Activities

Students will write a one-page paper discussing what they learned about themselves and how they will use the information to improve their relationships with others.

Counselor reflection notes (completed after the lesson)

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How I Relate To Others

This form will help you think about various aspects of your relationships with others and your skills in-group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals in the space provided below each subsection.
3. Go back over the whole list and circle the numbers of the **three** or **four** activities, which you will work to improve at this time.

Communication Skills	Doing all right	Need to do it more	Need to do it less
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening attentively			
6. Thinking before I speak			
7. Keeping my remarks on the topic			
8.			

Observation Skills	Doing all right	Need to do it more	Need to do it less
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Noting who is being "left out"			
5. Sensing feelings of individuals			
6. Noting reaction to my comments			
7. Noting when group avoids a topic			
8.			

Problem-Solving Skills	Doing all right	Need to do it more	Need to do it less
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7.			

Morale-Building Skills	Doing all right	Need to do it more	Need to do it less
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7.			

Emotional Expressiveness	Doing all right	Need to do it more	Need to do it less
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7.			

Unit #3 Title: Respecting All Work

Lesson Title: Past, Present, and Future

Lesson: 2 of 3

Grade Level: 10

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation (GLE):

CD.7.C.10.a.i: Analyze and evaluate school and community contributions as they relate to life career goals.

American School Counselor Association National Standard (ASCA):

Career Development

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Computers

Guidelines for completing the Biography activity

Materials to make timelines.

Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).

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, outlines) for analysis or presentation
	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 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
	Mathematics	
	Social Studies	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

Students' recognition of the inter-connectedness of other people, work, workers, the well being of our planet, and themselves will be evidenced by the autobiography individuals write.

Students will be able to project a realistic portrayal of their life-long goals.

Lesson Preparation

Essential Questions:

Do I really need to know what to do with my life?

Engagement (Hook):

Counselor presents an example of her or his "backward" timeline: Thirty years ago I was _____ years old. I lived in _____. Complete "backward timeline" with examples for each of the areas (see Timeline Activity Sheet).

Procedures

Counselor Procedures:	Student Involvement:
1. Counselor will project timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the timeline Activity Sheet.	1. Students will observe the counselor's examples.
2. Counselor will ask students to develop their own timeline.	2. Students will work in pairs to discuss and complete their timelines.
3. Counselor will model using the timeline to develop an autobiography for their future.	3. Students observe counselor modeling the biography.
4. The counselor asks students to complete a biography for their future.	4. Students complete biographies using the prompts included on the "My Projected Autobiography" Activity Sheet.
5. When "My Projected Autobiography" is completed, students will write a single paragraph summary: "Aha! If I want to	5. Students will "file" completed Activity Sheets and "Aha Statements" to use during their senior culminating project.

____, I will have to ____! Students will save timelines, autobiographies and “Aha Statements” for use during the senior culminating project.	
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Teacher Follow-Up Activities

Teacher will allow students to peer review biographies.

Counselor reflection notes (completed after the lesson)

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Timeline

Imagine that you are a biographer writing your own autobiography. Project your life 30 years from now. How will the world and, thus, your life be different in the following areas?

CHANGES				
Thirty years from now, I will be _____ years old.				
I will be living in _____.				
Technology	Environment	Economy	World Politics	Health Care

My Projected Auto-Biography

Imagine that you are a biographer-turned-autobiographer. You are writing about your life 30 years from now. Use the projections you wrote on your timeline to help you anticipate your life in 30 years. What contributions will you make in your own community and to the global society? By being your own auto-biographer, you will create a clearer vision about where you want your life to go and identify possible pitfalls and blocks that might prevent you from getting there – and what you will do to “work around, over, under” the pitfalls/blocks.

Unit #3 Title: Respecting ALL Work	
Lesson Title: Peer Review of My School and Community Activities	Lesson: 3 of 3
Grade Level: 11	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance Standard: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
Grade Level Expectation (GLE): CD.7.C.11.a.i: Identify personal contributions to a global society to be made as a result of one's life career choices.	
American School Counselor Association National Standard (ASCA): Career Development C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Individual list of school and community activities.

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 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
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a 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 standard English (including grammar, usage, punctuation, spelling capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Completion of community and school activities list.

Lesson Preparation

Essential Question:

Can an Individual make a difference?

How can I make a contribution to the well-being and betterment of the local and global society?

Engagement (Hook):

Video on VOLUNTEERISM (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources for information re: volunteerism.)

Procedures

Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> Counselor will ask students to write a list of their community and school activities (beyond “membership” in organizations) from the 9th grade until now. <p>(Note: emphasis is on the “ACT” in ACTivities. Activities do not have to be limited to “organized activities” (e.g., car washes and bake sales). The concept of social responsibility is embedded in this strategy.</p> <ol style="list-style-type: none"> When students have completed their lists of activities, they will write a statement of the basic concept of their life long goals/ life mission. When students have completed their lists of activities and their life-long goal, arrange for students to work with a partner to review each other’s lists. Taking turns, students will review his or her partner’s list 	<ol style="list-style-type: none"> Students write a list of their community and school activities Students will write a statement of the basic concept of their life long goals (life mission). Peer partner listens to feedback and recommends/suggests changes in his or her partner’s activities. The other student receives the feedback and determines the changes that need to be

of activities and goals and give feedback regarding how the activities relate to the partner's life goals.	made.
4. Counselor asks each pair to report findings.	4. Each pair reports findings.

Teacher Follow-Up Activities

Students write one page paper on how volunteer activities relate to life long goals.

Counselor reflection notes (completed after the lesson)

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Unit #4 Title: Life Long Learning

Grade Level: 9-11

MUST READ--THIS IS A VERY IMPORTANT NOTE: The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12th Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12th grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

Number of Lessons in Unit: 3 (+ “The Ultimate Career Development Experience for Seniors” CG 7, 8, 9 Grade 12 Unit 6)

Time Required for Each Lesson: 55-70 min.

Best time of year to implement this Unit: First semester

Lesson Titles:

Grade 9

Lesson #1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Students’ *Personal Plan of Study*, career interest inventory results (see 7.1, 8.2 Grade 9 Unit 2 Lesson 1)

List of minimum entrance requirements for post-secondary education/training options, e.g., college/university/ technical school of choice or resources/plan for immediate full-time post-high school employment.

Grade 10

Lesson #2: Completing Applications

Materials/Special Preparations Required:

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete. Checklists to show comparisons of post-secondary education/training institutions to each other and full-time employment opportunities to each other.

Grade 11

Lesson #3: Get Set for College

Materials/Special Preparations Required:

College preparation materials such as ACT “Get Set For College” brochure (available free of charge):

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf> for each student.

Grade 12

Unit 6: Ultimate Senior Project

See Ultimate Career Development Experience For Seniors (Unit 6)

Missouri Comprehensive Guidance Standard:

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

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

Grade Level Expectation(s):

CD.7.A.09.a.i: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

CD.7.A.10.a.i: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

CD.8.B.10.a.i: Apply knowledge of self to make informed decisions about post-secondary options.

CD.7.A.11.a.i: Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

CD.8.B.11.a.i: Apply research skills to obtain information on training and education requirements for post-secondary choices.

American School Counselor Association National Standard (ASCA):

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 decision.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

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

X	Goal 1: Gather, analyze and apply information and ideas <ul style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, 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

	<ol style="list-style-type: none"> 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, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 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 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 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 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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	<ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 6. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
X	Fine Arts	<ol style="list-style-type: none"> 1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Assessment (acceptable evidence):

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

The summative assessment for all units in the High School Career Development Strand is
“The Ultimate Career Development Experience for Seniors” (see Unit 6).

Formative Assessments are described in each lesson. Students complete and interpret career interest inventories, complete sample applications, and engage in job shadowing experiences as means of measuring GLE knowledge, skill and understanding; A media presentation is the authentic performance task/event via which each individual will demonstrate the six facets of understanding (explanation, interpretation, application, perspective, empathy and self-knowledge) related to the “big ideas” (CG Content Standards) of the Career Development Strand.

Brief Summary of Unit:

This unit will provide students with information, resources and competence to enable them to become life long learners and advocates for themselves when facing change and/or opportunities for change.

Unit Goals and Objectives:

The student will know where and how to obtain information about the world of work and post-secondary training/education, how to utilize career and educational information in career decision-making and know and understand the levels of training and education required for life career goals

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Information about their previous interests

Ability to use computer for research and composition of presentations.

Unit #4 Title: Life Long Learning

Lesson Title: Revisiting the *Personal Plan of Study* and **Lesson:** 1 of 4
Post HS Requirements

Note: *This 9th Grade lesson appears in two (2) units: in this unit (Unit 4) AND again as Lesson 1 in Unit 1: “Goal Setting“. They are identical Lessons and are provided in both Units for ease of access to those who may choose to implement one and not the other of the units.*

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance Standards:

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

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectation (GLE):

CD.7.A.09.a.i: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

American School Counselor Association National Standard (ASCA):

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 decision.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students’ *Personal Plan of Study*

A panel of 4-5 workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class re: “I wish I had known then what I know now” or “If only I had known _____, I would have _____.”

Career interest inventory results

List of minimum entrance requirements for a variety of post-secondary options (including, but not limited to) colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT) and resources for gaining immediate post-high school employment. (From counselor and/or community resources)

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 4. Use technological tools and other resources to locate, select and organize information 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 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
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 workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Students will be able to reevaluate, assess (review/rethink) their <i>Personal Plans of Study</i> and revise/refine as needed</p>

Lesson Preparation

Essential Questions:

How have my interests, strengths, and limitations changed since I developed my *Personal Plan of Study*?

Engagement (Hook):

Open the panel by saying something like: “If I had known then (1957) that I wouldn’t be able to buy a Ford Thunderbird on a teacher’s salary, I would have saved and invested more money.” Invite panel members to share their own “I wish I had known” experiences with the students.

Procedures

Instructor Procedures:	Student Involvement:
<p>NOTE: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations OR they may choose to observe the remainder of the guidance lesson (with students’ “permission”). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes; and time for students to review/ rethink/ revise/ refine their individual <i>Personal Plan of Study</i>.</p> <ol style="list-style-type: none"> 1. Facilitate the panel discussion of community members. Panel members will communicate “things” they wish they had known prior to making their personal career choices (allot a maximum of 5 minutes for each person’s narrative). 2. Divide class into small groups. “Assign” a panel member to each group. In the small groups students will be able to enter into more personalized conversations with the panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or mis-information. 3. Distribute the students’ <i>Personal Plan of Study</i>, career interest inventories and results (if available), high school graduation requirements (most current Missouri Department of Elementary and Secondary 	<ol style="list-style-type: none"> 1. Students will listen and formulate personal questions as the panel members share their “I wish I’d known” reflections. 2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the lack of and/or mis-information one realizes after being in the chosen profession. 3. Students will review their <i>Personal Plan of Study</i> to remind themselves of the plan they developed in 8th grade.

<p>Education and local Board of Education requirements for all students, listings of the minimum entrance requirements for a variety of post-secondary education and training options, including, but not limited to colleges/ universities/ technical schools and a planning form to guide those students seeking immediate. full-time post secondary employment.</p>	
<p>4. Consider students' privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students' review of their <i>Personal Plans of Study</i>.</p>	<p>4. Students will use the information gained during the panel discussion; their completed (and tentative) Personal Plan of Study; their career interest inventory results (if available), the counselor-provided listing of minimum entrance requirements for a variety of colleges/ universities/ technical/proprietary schools or plan for immediate post-high school employment to help them review/ rethink/ refine/revise their Personal Plan of Study.</p>
<p>5. When students have had an opportunity to review and revise/refine their current plans; they will write a note to you explaining the changes they are making. As you review their revised/refined Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled Individual Planning sessions. Arrange for the copying of students' revised/refined <i>Personal Plan of Study</i> and return the copy to the student.</p>	<p>5. Students will make changes to their plans as needed and will write a note to you (the counselor) explaining the changes.</p>

Teacher Follow-Up Activities

Encourage teachers to share what they wish they had known before starting their job as a teacher.

Counselor reflection notes (completed after the lesson)

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Unit #4 Title: Life-long Learning

Lesson Title: Completing Applications

Lesson: 2 of 4

Grade Level: 10

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance Standard:

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectation (GLE):

CD.8.B.10.a.i: Apply knowledge of self to make informed decisions about post-secondary options.

American School Counselor Association National Standard (ASCA):

Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Materials/Special Preparations Required:

Application for post-secondary education/training institutions and programs and various employment opportunities for students to complete. Checklists to show comparisons of post-secondary education/training institutions to each other and full-time employment opportunities to each other.

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

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

Students will successfully complete application forms and checklists. Each student will develop a "master" document which will include the kinds of personal information most applications require.

Lesson Preparation

Essential Questions:

Does anyone really look at applications or are they just pulled out of a hat?

Engagement (Hook):

Activity: Show an application that has been poorly completed and ask "What would you do with this application if you were a decision-maker in the admissions office (educational and training programs) or the human resources office (employers)?"

Procedures

Counselor Procedures:	Student Involvement:
1. Present students with copies of improperly completed applications.	1. Students will learn what things are inappropriate to do when completing applications and what to do to correct them.
2. Provide students a blank application form (for instructional purposes, use a form that is easy to complete). Section by section, instruct students on all aspects of filling out the sample application correctly.	2. Students complete each section of the application blank and ask clarifying questions.
3. Counselor will provide copies of three post-secondary institution applications and three employment applications for students to complete (strive for applications which are formatted in several ways.) Monitor	3. Students will review the information requested and independently complete the applications.

<p>students' completion of the applications and check for their understanding of the process</p>	
<p>4. Instruct students to study the application forms and list the personal information required on all forms. From this list students will compile a "master document" of the "generic" information requested.</p>	<p>4. Students will develop a "master document" and keep it in a readily accessible place (e.g. wallet).</p>
<p>5. The counselor does a final review of the activity.</p>	<p>5. Students review the activity with the counselor.</p>

Teacher Follow-Up Activities

Teacher could arrange to have employees of colleges and/or businesses to class to discuss the application process and perform mock interviews with students.

Counselor reflection notes (completed after the lesson)

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Unit #4 Title: Life Long Learning	
Lesson Title: Get Set For College	Lesson: 3 of 3
Grade Level: 11	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance Standard: CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
Grade Level Expectation (GLE): CD.8.B.11.a.i: Apply research skills to obtain information on training and education requirements for post-secondary choices.	
American School Counselor Association National Standard (ASCA): Career Development: C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p>College preparation materials such as ACT “Get Set For College” college planning booklet (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student. (Consider having students download a copy before lesson)</p> <p>(NOTE: The ACT “Get Set For College” brochure: is used as an example because of its ready availability and thoroughness; however, its inclusion is not intended as an endorsement of the ACT. You are encouraged to explore other possibilities [or you may want to develop your own activity book])</p>

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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
Mathematics	
Social Studies	
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):

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

Completion of ranking checklist for college characteristics, completion of college comparison worksheet, completion of college expenses worksheet.

Lesson Preparation

Essential Questions:

What do I want to do with my life? What do I need to know to choose a post-secondary education?

Engagement (Hook):

On a map of Missouri, ask students to locate colleges that are of interest to them.

Procedures

Counselor Procedures:

Note: While this lesson may seem to exclude those who are not going to college – the strategies may be modified to include employment immediately after high school. Additionally, participating in the college planning process communicates the

Student Involvement:

<p>message that college is within everyone's reach ... if they plan and act!</p> <ol style="list-style-type: none"> 1. Instructor passes out "Get Set for College" college planning booklets to each student. 2. Students are guided through the six steps to simplify college planning: <ol style="list-style-type: none"> a. Know Yourself b. Consider College Characteristics c. List, Compare, Visit Colleges d. Apply for Admissions e. Develop a Plan to Pay for Your Education f. Review and Finalize Your Plans 3. Students are instructed to identify their NEXT step in college planning and to make a written plan. 	<ol style="list-style-type: none"> 1. Students will engage in reviewing "Get Set for College" 2. Students work through each step. 3. Students make a future plan.
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Teacher Follow-Up Activities

<p>Have students look up college of their choice in Peterson Guide or use a computer college program (e.g., US News & World Report or Choices) and complete college comparison chart in the "Get Set for College" college planning booklet.</p>

Counselor reflection notes (completed after the lesson)

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Unit #5 Title: Getting a Job!

Grade Level: 9-11

MUST READ--THIS IS A VERY IMPORTANT NOTE: The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12th Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12th grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min

Best time of year to implement this Unit:

9th grade Career Portfolio lesson: Early in the academic year

10th grade Personal Code of Ethics and 11th grade Resume Interview: Anytime

Lesson Titles:

Grade 9

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career Portfolio for each student. This may be done within a computer program or created by the counselor.

Grade 10

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

Code of Ethics Worksheets

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath)—The ethical standards are (usually) available from the websites of professional organizations.

Grade 11

Lesson #3: The Resume Interview

Material/Special Preparations Required:

Resume Interview Worksheet

Resume Writer

Computer Lab

Grade 12

Unit 6: Ultimate Senior Project

See Ultimate Career Development Experience For Seniors (Unit 6)

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation(s):

CD.9.A.09.a.i: Identify situations which would compromise ethical habits in school or work situations.

CD.9.B.09.a.i: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community

CD.9.A.10.a.i: Identify the steps which can be used to resolve ethical issues related to school or work situations.

CD.9.B.10.a.i: Compare and contrast the post-secondary application process to the job application process.

CD.9.A.11.a.i: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.

CD.9.B.11.a.i: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities.

American School Counselor Association National Standard (ASCA):

Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

C. Students will understand the relationship between training and the world of work.

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 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and devaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one's own experience in preventing or solving problems

	2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. 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 (including grammar, usage, punctuation, spelling, capitalization,) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

Development of a resume

Completion of the Ultimate Senior Experience

Brief Summary of Unit:

Unit 5 addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.

Unit Goals and Objectives:

Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.

Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit?

Ability to use computers for research, to develop portfolios and resumes and to compose presentations

Unit #5 Title: Getting a Job!

Lesson Title: Career Portfolio

Lesson: 1 of 3

Grade Level: 9

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance Standard:

CD.9: Applying employment readiness skills and the skills for on the job success.

Grade Level Expectation (GLE):

CD.9.A.09.a.i: Identify situations which would compromise ethical habits in school or work situations.

CD.9.B.09.a.i: Identify and refine the job seeking skills needed to apply for volunteer or part-time jobs in the community.

American School Counselor Association National Standard (ASCA):

Career Development:

- B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Career Portfolio format for each student. This may be within a computer program or a format created by the counselor.

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 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

Students will create a list of materials needed for career portfolio and collect information on their lists. Students will personalize their portfolios by identifying and organizing the categories and their "filing/retrieval system" in a way that fits individual learning styles. (Students are more likely to use a system that fits their unique style than they are to use a system developed by someone who approaches organization with a different style.)

Lesson Preparation**Essential Questions:**

What is a Portfolio? What good is it?

What should I put into my portfolio?

Engagement (Hook):

Show students an example of a portfolio or counselor's portfolio.

Procedures**Counselor Procedures:**

1. Counselor shows his/her portfolio or an example of one.
2. Students are instructed to list items that they need to include in their career portfolio.
A Limited List of Suggestions:
 - a. Personal Plan of Study
 - b. Personal Mission/ Worldview/ Philosophy Statement(s)
 - c. Evidence of Skill Development
 - d. Reflection papers
 - e. Post-Secondary Education Training Options
 - f. and there are many more ...
3. Students are instructed to design a "mechanism" for collecting AND organizing the information, e g., file box with dividers and folders; a cardboard box, loose-leaf binders for each subject.

Student Involvement:

1. Students observe the components of a portfolio.
2. Students will brainstorm a list of materials they need in their portfolio.
3. Students put a copy of their four-year plan in the portfolio and any other information they have already collected.

4. Students are instructed to continue to collect information for their portfolio as they continue through high school. Classroom guidance lessons will include processes and products that will be included; however, the portfolio is developed “By the Student—For the Student” and as such will require the students to think creatively about how best to represent herself or himself.	4. Students will keep their portfolio in a central location (home room or counselor’s office).
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Teacher Follow-Up Activities

Check with students and help them identify items to put into their portfolio as they continue through high school.

Counselor reflection notes (completed after the lesson)

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Unit #5 Title: Getting a Job!	
Lesson Title: Personal Code of Ethics	Lesson: 2 of 3
Grade Level: 10	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance Standard: CD.9: Applying employment readiness skills and the skills for on the job success.	
Grade Level Expectation (GLE): CD.9.A.10.a.i: Identify the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.10.a.i: Compare and contrast the post-secondary application process to the job application process.	
American School Counselor Association National Standard (ASCA): Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials (include activity sheets and/ or supporting resources)

School Discipline Policy (or other school policy documents that provide guidelines for student behavior. Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath)—The ethical standards are (usually) available from the websites of professional organizations. Personal Code of Ethics Activity Sheet

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, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

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

Students will develop a personal code of ethics and relate their personal code of ethics to school situations. Students will discuss steps they will take to resolve ethical issue at school and develop a personal plan to advocate for an ethical school culture.

Lesson Preparation**Essential Questions:**

What guides us when we don't know what to do in a difficult situation?

How can ethical values keep us awake or help us sleep at night?

Is it important to have ethical values on the job? Why?

Engagement (Hook):

News clip about a business issue that led (or could lead to) unethical decision-making (e.g., Martha Stewart, Enron, super-sized campaign contributions, inflation of stock value)

Procedures**Counselor Procedures:**

1. Discuss the Martha Stewart, Enron or another story about ethical practices in business. Provide students with copies of the standards/codes of ethical practice for a variety of professions – include occupations you or the students may not ordinarily think of as having a code of ethics, e.g., exterminators.
2. Discuss ethical issues as compared to legal issues.
3. Have students fill out the Personal Code of Ethics Activity Sheet.

Student Involvement:

1. Students will actively participate in the discussion.
2. Students will actively participate in the discussion. Give examples at school.
3. Create a personal code of ethics.

<p>4. Instruct students to break into small groups and list behaviors that are common on most students' lists, compare lists with school policy documents to determine similarities differences between students' list and policy document(s).</p> <p>5. Make a "public list" synthesizing the group lists into one class-agreed-upon list. Again, compare with school policy documents. Discuss commonalities listed on the board.</p> <p>6. In the same small groups, have students develop an advocacy plan for creating school policy that will promote an ethical school culture. Encourage the implementation of their advocacy plans.</p> <p>7. Facilitate a large group discussion about using the ethical codes in a step-by-step decision-making process to resolve ethical conflicts. In small groups, provide the same school-related ethical dilemma to each group for discussion. Each group will explain the considerations and steps leading to actions that would resolve the dilemma.</p> <p>8. Collect personal codes to put in each portfolio or have students place in portfolio.</p>	<p>4. A volunteer from each group will write the behaviors on the board.</p> <p>5. Students will develop a list of behaviors group members agree all students at their school should follow. They will then compare their group's list with policy documents and make a list of the standards of behavior that aren't included in the discipline policy.</p> <p>6. Students will develop an advocacy plan and describe it to the whole class.</p> <p>7. Students will list the steps their group would take to resolve the ethical problem.</p> <p>8. Students will place their Personal Code of Ethics in a prominent place in their portfolios.</p>
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Teacher Follow-Up Activities

Encourage teachers to have students write a paper discussing the steps they took to resolve an ethical issue in the past.
Role-play an ethical conflict between 2 students and then 2 employees.

Counselor reflection notes (completed after the lesson)

Personal Code of Ethics Activity Sheet

A Code of Ethics is an agreement among participants of a group on the norms that shall guide their behavior during the involvement in the group.

What character words are most important to you and what behaviors show that quality?

Character Quality

Creativity
Empathy
Citizenship
Truthfulness
Accountability
Fairness
Integrity
Compassion
Humor
Loyalty
Sincerity
Tolerance
Equality
Forgiveness
Purpose
Friendship
Imagination
Honesty
Self-discipline
Justice
Sharing
Wisdom
Assertiveness
Responsibility
Kindness
Cooperation
Restraint
Perseverance
Confidence
Consideration

Behavior

Code of Ethics of _____

You may use words that are listed on the previous page to complete the following items:

A. My philosophy of being a student is:

B. I believe: The following are character qualities I must possess.

_____ ,

_____ ,

_____ ,

C. An individual's right to _____ , _____ ,
and _____ is important.

D. I get support from _____

E. I believe: The following are character qualities all students must possess:

_____ ,

_____ ,

_____ ,

F. These are behaviors that will show that the above character qualities are valued:

_____ ,

_____ ,

_____ ,

G. The steps I should take when there is a problem with an ethical issue are

1.

2.

3.

4.

5.

Unit #5 Title: Getting a Job!

Lesson Title: The Resume Interview

Lesson: 3 of 3

Grade Level: 11

Length of Lesson: 55-70 minutes

Missouri Comprehensive Guidance Standard:

CD.9: Applying employment readiness skills and the skills for on the job success.

Grade Level Expectation (GLE):

CD.9.A.11.a.i: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.

CD.9.B.11.a.i: Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.

American School Counselor Association National Standard (ASCA):

Career Development

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials (include activity sheets and/ or supporting resources)

Samples of resumes (strive to obtain actual resumes that attract and repel to use as examples [names omitted, of course])

Resume-writing template (available on-line or district may have a program in place)

Computer Lab

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, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence)

Assessment should relate to the performance outcome for goals, objectives and GLE's.
Assessment can be question answer, performance activity, etc.
 Students will complete functional and chronologic resumes.

Lesson Preparation

Essential Questions:

Resumes that attract – Resumes that repel ... What's the difference?

What information do students' need? How can I help them become comfortable in the resume writing and interviewing.

Engagement (Hook):

Enter class with a folder full of resumes ... look at several and say "Attracts" and put aside or "Repels" and throw in trash.

Procedures

Counselor Procedures:	Students' Involvement:
1. Ask students: What makes the difference between "Attract" and "Repel"? We're going to explore ways to develop resumes that attract the "paper you" to a potential employer. Counselor hands out sample resumes.	1. Students contribute ideas about criteria for ratings.
2. Have students get into groups of 3 or 4; tell them to review the sample resumes as if they were employers and group the resumes into "Attracts" or "Repels". When they have grouped the resumes, ask them to review each group to identify and list "Attract" and "Repel" characteristics.	2. Students will review the sample resumes, group them into "Attract" "Repel" stacks and develop a group list of reasons resumes were grouped as they were.
3. Instruct students to, then, list the "Attracts" characteristics they will include in a review checklist of their own resumes	3. Students, in groups, will make a list of "Attracts" criteria" to be developed into a checklist for their own resumes.
4. Introduce students to the elements of a "functional resume" and a "chronological resume"	4. Students will identify whether the sample resumes are "functional" or "chronological".

Teacher Follow-Up Activities

Counselor reflection notes (completed after the lesson)

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THIS UNIT IS STILL UNDER CONSTRUCTION!

Note: This is the culminating project for the high school Career Development Strand: CD7, CD8, and CD9. This unit is intended to be the summative evaluation for the high school Career Development Strand – It will be the way in which achievement of the 12th grade outcomes will be measured – have we done our jobs K-12 well enough that students will be able to become valued employees and employers?

Unit #6 Title: The Ultimate Career Development Experience for Seniors: **Grade Level:** 12 Getting a Job!

Lesson: 1 of 1 (additional lessons will be developed during the Fall 2006 semester)

Length of Lesson: 55-70 minutes for the introduction to the Ultimate Experience

Missouri Comprehensive Guidance Standard:

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

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

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

Grade Level Expectations (12th grade outcomes):

CD.7.A.12.a.i: Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.

CD.7.B.12.a.i: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.

CD.7.C.12.a.i: Respect all work as important, valuable and necessary in maintaining a global society.

CD.8.A.12.a.i: Utilize career and educational information in career decision-making.

CD.8.B.12.a.i: Know and understand the levels of training and education required for life career goals.

CD.9.A.12.a.i: Apply personal, ethical, and work habit skills that contribute to job success.

CD.9.B.12.a.i: Utilize appropriate job-seeking skills to obtain employment.

American School Counselor Association National Standard (ASCA):

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.

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Classroom equipped with technology The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity

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. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 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 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one's own experience in preventing or solving problems 2. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 8. Assess costs, benefits and other consequences of proposed solutions

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 including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	

X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
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Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence)

Assessment should relate to the performance outcome for goals, objectives and GLE's.

Assessment can be question answer, performance activity, etc.

Students will be assessed/evaluated by their ability to convey their understanding of career exploration and planning in the achievement of life career goals. The activity they produce will be evaluated/graded by counselor and/or teacher based on quality of presentation.

Lesson Preparation

Essential Questions:

What benefits will the student and their younger peers gain as a result of their participation in this activity?

To what extent do seniors understand the use of marketing their agenda to others?

Engagement (Hook):

15 minutes of fame. Showcasing work to younger peers.

Procedures

Counselor Procedures:

Counselor provides instructions for developing a creative media presentation-chronicling student's present career journey. Upon completion of the presentation, the senior students will showcase/ themselves by presenting their project to 9th grade students.

1. The presentation will be an individual and creative effort. It should be noted that while the counselor will support students as they develop their projects, the student will determine the form his or her presentation will take. Counselor will provide students with archived projects and work completed by student.
2. Counselor provides students with access to computers, media, and other resources needed to enhance student media projects.

Student Involvement:

1. Students have the opportunity of collaborating with others with the understanding that the final project will provide enough of the individual endeavor to validate that he or she has gained the competencies identified.
2. Students will design the project and work on project by using provided archived materials.

<p>3. Counselor will provide opportunities for shared learning.</p>	<p>3. Students will continue towards completion of their senior project by using computers and other media resources. Counselor, teachers and students will establish checkpoints and opportunities for formative evaluation of the project throughout the year. “Dress-rehearsal” for each student’s project will be the showing of the presentation to parents.</p>
<p>4. Counselor will assist students as they create their media presentations. Seniors are asked to present their presentation to 9th grade students.</p>	<p>4. Students will create a media presentation chronicling their present career journey and showcasing this presentation to 9th grade students.</p>

Teacher Follow-Up Activities

Classroom teachers will be involved in the individual assessment process for each student. Classroom teachers will be encouraged to become involved throughout the development of the senior projects.

Counselor reflection (included after the lesson)

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THIS UNIT IS STILL UNDER CONSTRUCTION!

Note: This is the culminating project for the high school Career Development Strand: CG 7, 8, 9. This unit is intended to be the summative evaluation for the high school Career Development Strand – It will be the way in which achievement of the 12th grade outcomes will be measured – have we done our jobs K-12 well enough that students will be able to become valued employees and employers?

Unit 6 Title: The Ultimate Career Development Experience for Seniors: **Grade Level:** 12
Getting a Job!

Lesson: 1 of 1 (additional lessons will be developed during the Fall 2006 semester)

Length of Lesson: 55-70 minutes for the introduction to the Ultimate Experience

Missouri Comprehensive Guidance Standard:

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

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

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

Grade Level Expectations (12th grade outcomes):

CD.7.A.12.a.i: Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.

CD.7.B.12.a.i: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.

CD.7.C.12.a.i: Respect all work as important, valuable and necessary in maintaining a global society.

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