

<p><b>Unit #1 Title:</b> ME Revisited</p> <p><b>Lesson Title:</b> Goldilocks Revisited</p> <p><b>Grade Level:</b> 2</p> <p><b>Length of Lesson:</b> 25-35 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.1.A.02.a.i: Express a variety of feelings                  PS.1.C.02.a.i: Compare and contrast character traits needed for different situations.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>	<p><b>Lesson 1 of 2</b></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------

**Materials (include activity sheets and/ or supporting resources)**

<p>A copy of the story of <i>Goldilocks and the Three Bears</i>.                  Chart Paper                  Markers</p>
------------------------------------------------------------------------------------------------------------------------------------

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Assessment (acceptable evidence):**

Each cooperative learning group will determine Goldilocks’ fate: did she consider the feelings of others and did she demonstrate positive character traits in her decisions?

**Lesson Preparation**

**Essential Questions:**

Why do people need to know about feelings?  
 How do people know how to act?

**Engagement (Hook):**

Counselor enters the room and says: “Ladies and gentlemen of the jury, today I will present to you the case of Goldilocks. Your charge will be to determine the feelings of Goldilocks and her victims, the Bear Family and to decide if she demonstrated positive character traits in the situation.”

**Procedures**

**Instructor Procedures:**

1. After the introduction, counselor reads the story of Goldilocks or briefly summarizes the story.
2. Students are broken into groups of four. Counselor explains that each group will deliberate on Goldilocks’ fate. Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?
3. Counselor explains that each group will identify the steps that Goldilocks took and the possible feelings that were exhibited by both Goldilocks and the Bear Family.
4. Counselor now needs to review the actions of Goldilocks (entering an unknown home, helped herself to food, sat in and destroyed furniture, slept in someone else’s bed). Counselor asks for the traits that Goldilocks exhibited and feelings shown. Counselor

**Student Involvement:**

1. Students listen.
2. Students move into cooperative groups.
3. Students listen to directions, and then work in small groups to formulate responses.
4. Students offer responses.

<p>records responses on the chart paper (titled “Goldilocks”) in a compare/contrast manner.</p> <p>5. Counselor asks the students to look back at the situations. Identify the actions of the Bear and ask what feelings and character traits the Bear Family exhibited because of Goldilocks actions. Counselor records on chart paper titled “Bear Family”.</p> <p>6. The counselor asks for suggestions of better decisions she could have made. If Goldilocks decisions had been different, how would the characters’ feelings be different?</p> <p>7. In summation, the counselor explains that every individual has a variety of feelings and that every individual will use different character traits in different situations. What is most important is that each person chooses wisely and positively, keeping in mind the impact that personal choices have on those around us. Counselor then reviews that charge of the “jury” and has students deliberate. Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?</p>	<p>5. Students offer responses.</p> <p>6. Students listen to directions, and then work in small groups to formulate responses.</p> <p>7. Students deliberate and report their decisions.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **Teacher Follow-Up Activities**

If there is an issue that the classroom is dealing with, teacher could follow the same format as described above using “the jury of peers” to resolve the issue. During the process, teacher will emphasize the character traits and feelings of the parties involved.

### **Counselor reflection notes (completed after the lesson)**