

Unit #1 Title: Working Together	
Lesson Title: Personal and Ethical Skills	Lesson 1 of 2
Grade Level: 4	
Length of Lesson: 30 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.04.a.i: Demonstrate personal and ethical skills needed to work with diverse groups of people.	
American School Counselor Association National Standard (ASCA): Career Development C. Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Writing paper and pencils for each student Chalk board or large sheet of paper to compile brainstorming ideas Chalk or markers as needed
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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 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
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	
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):

Students will work together and generate a list of skills needed to work with diverse groups of people.

Lesson Preparation

Essential Questions:
 What does it look like when someone doesn't respect another person's ideas and differences?
 What does it look like when someone does respect another person's ideas and differences?
 What communication skills do you need to work with different types of people?

Engagement (Hook): Select 6 students to stand in front of the class. The counselor will ask, "What does "diverse" mean to you? Is this a diverse group? If so, how is it does diverse?"
 Share how this group is diverse.

Procedures

Instructor Procedures:	Student Involvement:
<p>NOTE: This is the first of two lessons. In this lesson students will be working individually; in the second lesson students are assigned a group goal requiring them to work in a group.</p> <p>1. What does "diverse" mean to you? Write student responses on chart paper. Tell students, "When we work in groups – we work with people who are similar to and different from us in many ways. We call this "diversity." The people in the groups are diverse. For this lesson and the next, we are going to be examining the personal</p>	<p>1. Students will brainstorm the meaning of "diversity." Their definitions will represent a broad spectrum of diversity. Diversity of thought, of hairstyle choices, of tastes in music and more.</p>

<p>and ethical skills people need in order to accomplish goals through working together. What do you need to do to show respect to and acceptance of other people when working together? (To stimulate their thinking -- give examples of times when they have or will work in diverse groups.)</p> <ol style="list-style-type: none">2. Give each student a sheet of notebook paper. You have two minutes—write as many skills as you can think of to help you work with diverse groups of people. Challenge students to brainstorm as many ideas as they can. Let them write for about two minutes.3. Ask, “How can you respect others’ ideas when you are working together in the large group?”4. Ask students to volunteer to share items they have listed on their paper and write the responses on the chart or chalkboard. Determine which ideas may not work and which ones are most important when working with others.5. Review the definition of Personal and Ethical Skills. Does anyone know what these words mean? Explain. The skills on the board are important skills for students or people to have when they are doing their work or job.<ul style="list-style-type: none">• Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.• Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own	<ol style="list-style-type: none">2. Students will write as many skills as they can in two minutes...(e.g. listening, taking turns, respect, sharing ideas, accepting ideas). Save list for lesson 2.3. Students listen and share ideas for showing respect for classmates’ responses (e.g. listen, take turns sharing, accepting different ideas and points of view).4. Students volunteer and share responses.5. Students will rethink the personal and ethical skills they identified and asterisk those they believe would be most helpful in a group. They will mark with a “P” the skills they need to practice.
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<p>work and doing your best work.</p> <p>How would each skill work or not work? What skills need to be practiced? Challenge students on their ideas or set up situations for role-plays.</p> <p>6. Have students think about what skills they have successfully used in groups in the past. Select students to role-play their situation. What was effective about the skills you used? What was not effective about the skills you used? Play devil’s advocate in different situations.</p>	<p>6. Students will describe a situation in which they helped a group solve a problem and a situation in which they did not. Students will volunteer to role-play their situation. They will identify actions “to keep” and actions “to throw-away.”</p>
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Teacher Follow-Up Activities

Encourage classroom teachers to acknowledge the personal and ethical skills students routinely use everyday and to encourage the class to prepare for the next lesson as stated above.

Counselor reflection notes (completed after the lesson)