

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

Lesson Title: The Clique

Lesson 1 of 7

Grade Level: 9

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

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

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

American School Counselor Association (ASCA) National Standard:

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 student 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
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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 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 Measurable Learning Objectives:

The student will write a reflection on his/her experience with cliques including at least two advantages and two disadvantages of cliques.
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Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>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:</p> <ul style="list-style-type: none"> • 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

<p>Essential Questions: What does it mean to utilize and accept personal responsibility in relationships with others?</p> <p>Engagement (Hook): Instructor will read the story <i>The Clique</i> to students. (See attachment)</p>
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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Instructor distributes the story, <i>The Clique</i>, 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 Sandra 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

<ul style="list-style-type: none"> • 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?