

Unit 1 Title:	Elementary Interactions
Lesson Title: Same and Different	Lesson 2 of 3
Grade Level:	1
Length of Lesson:	20-30 minutes
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences	
Grade Level Expectation (GLE):	
PS.2.B.01: Identify similarities and differences among students within the school community.	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others	

Materials (include activity sheets and/ or supporting resources)

SMART Board, white board, or chart paper and appropriate writing utensils

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
	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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name three differences and three similarities among his/her peers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
 Students will name ways they are alike and different from their peers.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor has class do a song regarding similarities and differences to the tune of “If You’re Happy”.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor has the class form a circle sitting on the carpet. The counselor says that they are going to do an activity that goes to the tune of “If You’re Happy and You Know It”.</p> <p>Counselor is going to say, “If you’re 6 years old and you know it, clap your hands. If you’re 6 years old and you know it, clap your hands. If you’re 6 years old and you know it and your birth certificate shows it, if you’re six years old and you know it clap your hands. If you’re in first grade and you know it stomp your feet, if you’re in first grade and you know it stomp your feet, if you’re in first grade and you know it and your teacher really shows it, if you’re in first grade and you know it stomp your feet. If you have blonde hair and you know it jump up and down, if you have blonde hair and you know it jump up and down, if you have blonde hair and you know it and people always stare, if you have blonde hair and you know it jump up and down. If you’re wearing blue today wave your hand, if you’re wearing blue today wave your hand, if you’re wearing blue today and you only have nice things to say, if you’re wearing blue today wave your hand. If you like to read and you know it, blink your eyes if you like to read and you know it, blink your eyes, if you like to read and you know it and you do so with some</p>	<p>1. Class forms a circle and students participate in what the song says if that quality applies to them.</p>

<p>speed, if you like to read blink your eyes.”</p> <p>2. Counselor asks the students if all of the parts of the song fit all of us. “Which parts of the song did you notice did not fit everyone (i.e. hair color, clothing)? The parts of the song that fit all of us were the ways we are the same. The parts of the song that did not fit all of us were the ways we are different. Even though we are not the same in every way can we still be friends? Can we still have fun together?”</p> <p>3. Counselor writes the words “same” and “different” on the white board. Counselor asks students to name ways we are the same and the ways that we are different. Counselor writes these ideas on the board.</p> <p>4. Counselor concludes the lesson by reiterating that although we have similarities and differences, we can still get along with each other.</p>	<p>2. Students will answer questions that the counselor asks regarding similarities and differences based on the song.</p> <p>3. Students name ways that they are the same and different.</p> <p>4. Students share final thoughts.</p>
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Teacher Follow-Up Activities

Teacher continues to remind students that although people are different they can still get along.

Counselor reflection notes (completed after the lesson)