Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Respect for All Kinds of People Inside and Outside the School Lesson 3 of 6

Grade Level: 4

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 Expectation (GLE):
PS.2.B.04: Recognize and respect diverse groups within the school and community.

American School Counselor Association (ASCA) National Standard:
Personal / Social Development.
A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/or supporting resources)
The Untangle Game Directions
Diversity Puzzle handout
Light colored crayons (optional).
A large CARE chart or a mini-poster as follows:
EMBRACING DIVERSITY
Collaboration
Acceptance
Respect, and
Empathy.

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 |
|   | 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 |
|   | 5. Reason inductively from a set of specific facts and deductively from general
**This lesson supports the development of skills in the following academic content areas.**

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
</tr>
<tr>
<td>Mathematics</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Science</td>
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<tr>
<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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**Enduring Life Skill(s)**

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>X</th>
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<tbody>
<tr>
<td>Perseverance</td>
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<td></td>
</tr>
<tr>
<td>Integrity</td>
<td>X</td>
<td></td>
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<tr>
<td>Courage</td>
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<td>X</td>
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<tr>
<td>Compassion</td>
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<td>X</td>
</tr>
<tr>
<td>Tolerance</td>
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<tr>
<td>Respect</td>
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<td>X</td>
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<tr>
<td>Goal Setting</td>
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**Lesson Measurable Learning Objectives:**

The student will list 23 ways in which people are different on the diversity puzzle.

**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 list and describe ways that people are different.

**Lesson Preparation**

**Essential Questions:**

Why is it important to embrace human diversity?

**Engagement (Hook):**

THE UNTANGLE GAME  (Directions attached at the end).

**Procedures**

<table>
<thead>
<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Form groups of 8 to 10 students. Play The Untangle Game. After the first group has successfully finished, dissolve the groups.</td>
<td>1. Students play The Untangle Game.</td>
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</tbody>
</table>
### Instructional Activity 4_PS2-Gr4-Unit1-Lesson3 Page 3 of 6

2. Ask debriefing questions.

3. Introduce today’s lesson and review/teach vocabulary: Collaboration, empathy, trust, similarities, differences, stereotype, and antagonistic.

4. Distribute the *Diversity Puzzle* handout. Have students answer the questions in small groups.

5. A group discussion about diversity and respect follows.

6. Introduce/teach the acronym CARE as a way of dealing with diversity. Discuss as a group.

7. If time allows, have students color, decorate, and then cut their puzzle pieces. Provide a plastic bag to keep the pieces.

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### Teacher Follow-Up Activities

- Teacher assigns an essay related to diversity (could be a personal experience or reflections related to the *Diversity Puzzle*)
- The classroom has a Good Manners table for students to discuss and reflect issues pertaining to diversity.
- Teacher can go back and play the diversity puzzle again and again.

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### Counselor reflection notes (completed after the lesson)
The Untangle Game (Knots)

Divide the class into groups of 8 or 10 (must be an even number). Form one group only if space is limited. Standing facing one another in a circle, instruct each student to grab the right hand of a student across from (not next to) him or her. Next, join left hands with a different person. Then, try to untangle without anyone letting go or falling down.

Debriefing:

- What was this game experience like for you?
- How can you relate this to something in your life?
- Are there situations or relationships with other people that is hard to untangle?
- What factors make it difficult to untangle these relationships?
- How can we do a better job of fixing tangled relationships?
Embracing Diversity

Collaboration

Acceptance

Respect

Empathy
THE DIVERSITY PUZZLE

People choose different ways of making a living. List five occupations that people around you, who are different from you, may have:

_________________
_________________
_________________
_________________
_________________

People like different ways of having fun. List three different leisure activities in your community:

_________________
_________________
_________________

List three languages that belong to people who may be different from you, but still need food, safety, and friends:

_________________
_________________
_________________

List three different countries whose people like to be treated with respect:

_________________
_________________
_________________

List ways in which children may be different from each other:

_________________
_________________
_________________

How do you feel towards others who are different from you? Check all the boxes that apply:

☐ I would rather hang out with people like me.
☐ People who are different scare me
☐ I find different people interesting
☐ I can learn a lot from other people
☐ I respect people who are different from me, and I give them a chance
☐ Mom would say: What are you doing with these people?

List three different feelings that both disabled and fully able people may experience at times:

_________________
_________________
_________________

Check the gender below whose members need education to thrive, and money to survive:

☐ Male
☐ Female

Check the box(es) that indicate people who need good friends:

☐ Children
☐ Adults
☐ Elderly

Name three professionals whose members may help you no matter the color of their skin or your skin:

_________________
_________________
_________________

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Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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