

Unit # 1 Title: Relationships: What Do Skills Have to Do with It?	
Lesson Title: I Know What You Did This Summer	Lesson # 4 of 5
Grade Level: 8	
Length of Lesson: 45 minutes	
Missouri Comprehensive Guidance Standard: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences	
Grade Level Expectation (GLE): PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.	
American School Counselor Association National Standard (ASCA): Personal/Social Development A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	

Materials (include activity sheets and/ or supporting resources)
 Activity Sheet – I Heard What You Did This Summer

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 7. Evaluate the accuracy of information and the reliability of its sources 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 one’s own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
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X	Communication Arts	1. Speaking and writing standard English (including grammar, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.
The lesson assessment will be the responses on the worksheet and the role playing activity.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Think of the last conflict-situation you were in with a friend. Now place yourself in the other person’s shoes and imagine what it was like to hear your conversation from their point of view.

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. Pass out worksheet and read it aloud with the students. Ask the students if anything similar has ever happened to them. Ask how many have been the Stan, the Jack and the Julie. 2. Take one character section at a time and ask the students to place themselves in each character’s position as they respond to the questions. Students should be reminded to answer honestly. 3. Ask students to turn to a neighbor and share their answers. Write on the board: Would one person’s way get a better response? What can you learn from the other person? What would you not do if this were you? 4. Have the students get into groups of three 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will listen to the story and interact with the instructor as he/she asks questions related to the story. 2. Students will write an honest response appropriate to each character’s situation. 3. Students will turn to a neighbor and discuss what they wrote down as responses. They will orally answer the questions that are asked by the instructor.
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<p>and brainstorm a list of interpersonal skills that will be useful in the situation. Then have them role-play the story using those identified skills. The goal is to get a resolution without aggressive language or behavior.</p>	<p>4. Students will brainstorm and then role-play the scenario practicing appropriate interpersonal skills to resolve the conflict. Students will assess their role-play and the outcomes with the instructor.</p>
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Teacher Follow-Up Activities

Teacher can positively reinforce the identified appropriate interpersonal skills in the weeks that follow.

Counselor reflection notes (completed after the lesson)

I Heard What You Did This Summer.....

Jack and Julie have been dating for six months. Jack heard from his best friend, Stan, that Julie was seen at the mall this past Saturday by Ken going into the movies with Michael. They were holding hands.

You are Stan.

1. Is it appropriate for you to share your information with Jack? _____

2. Why or why not?

3. How will your decision help your relationship with Jack?

4. What interpersonal skills will you be using?

You are Jack.

1. If Stan shares his information with you, what interpersonal skills will you need to use?

2. Which skills might you find difficult to use?

3. How do you handle the situation with Julie?

4. How much do you really know about the situation?

You are Julie.

1. If Jack questions you, what interpersonal skills will you need to use?

2. If Jack does not believe your answer, how can you handle that?

Write a dialogue from Stan to Jack. The dialogue should focus on maintaining a relationship with Jack.
