

<p>Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences</p>	
<p>Lesson Title: Diversity Day</p>	<p>Lesson 6 of 7</p>
<p>Grade Level: 11</p>	
<p>Length of Lesson: 90 minutes – one day</p>	
<p>Missouri Comprehensive School Counseling Big Idea: SE2: Interacting With Others In Ways That Respect Individual and Group Differences</p>	
<p>Grade Level Expectation (GLE): SE.2.B.11: Exhibit respect for different cultures and points of view</p>	
<p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>	

Materials (include activity sheets and/ or supporting resources)

<p>List of performers and speakers (Partners in Education is a possible reference for resources), for example:</p> <ul style="list-style-type: none"> • Flamenco dancers/guitarist • Country Line Dancers • Irish Dancers • Native American Flute Player • Multicultural Storyteller • Brazilian Musicians • Scottish Storyteller/Bagpipe player • Square Dancers/Square dance caller <p>Performance Areas with chairs and adequate space Signs for each location A/V equipment as needed Publicity Thank-you notes</p>

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual and oral presentations and works</p> <p>9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> <p>4. Present perceptions and ideas regarding works of the arts, humanities and sciences</p> <p>5. Perform or produce works in the fine and practical arts</p>

	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	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
X Health/Physical Education	4. Principles of movement and physical fitness
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete a reflection form following the performers and speakers answering the following: I learned that _____, I wish I _____, I want to _____, In order to learn more about the cultural traditions I will _____.

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 complete an evaluation/short reflection of the day utilizing prompts given by

the counselor.

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Music and publicity during morning announcements prior to the event.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Form a committee of students and staff to plan the day. <ul style="list-style-type: none"> • Determine how many class periods and performers are appropriate. • Contact and organize performers and set up performance times. • Design method for assigning classes or student body to various venues. • Publicize event through the web page, flyers, announcements, and school paper. • Set up performance areas. 2. Assist performers as necessary. 3. Write thank-you notes. 	<ol style="list-style-type: none"> 1. Students will participate in the planning of “Diversity Day” (hour or day) activities. 2. Student body will participate in “Diversity Day” or hour. 3. After the performance, students will write an evaluations/short reflection of performances to be given to counselor. Students will write an entry in their journals following the prompt provided in the formative Evaluation.

Teacher Follow-Up Activities

Instructor can encourage a deeper understanding of various cultures through research, videos, food, further performances, etc.

Counselor reflection notes (completed after the lesson)

