

Unit1 Title: Individual and Group Differences	Grade Level: 2
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Prior to winter vacation	
Lesson Titles:	
Lesson 1: Acting Out Respect and Compromise	
Materials/Special Preparations Required	
2 puppets, chalk, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks	
Dry erase board or SMART Board	
Lesson 2: Family Traditions	
Materials/Special Preparations Required	
Song about traditions	
<i>Family Traditions</i> handout	
Symbol, picture, or story regarding family traditions	
Lesson 3: Be a Problem Solving Star	
Materials/Special Preparations Required	
STAR Problem Solving Steps handouts	
Missouri Comprehensive School Counseling Big Idea:	
SE.2: Interacting with Others in Ways That Respect Individual and Group Differences	
Grade Level Expectations (GLEs):	
SE.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend. (DOK Level-4)	
SE.2.B.02: Identify similarities and differences among families and their traditions. (DOK Level 2)	
SE.2.C.02: Identify the steps of solving problems and conflicts with others. (DOK Level 1)	
American School Counselor Association (ASCA) Mindsets and Behaviors:	
Social/Emotional Development	

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and

	<p>audiences.</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p>
	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	1. Speaking and writing standard English 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	

Unit Essential Question

How do people work through conflict?

Unit Measurable Learning Objectives:

The student will use a puppet to demonstrate at least one friendship skill.
 The student will identify one personal family tradition.
 The student will utilize the STAR problem solving to solve at least one scenario.

Unit Instructional Strategies/Instructional Activities:

Direct (Explicit Teaching; Guided & Shared)
 Indirect
 Experiential (Role-playing)
 Independent Study (Learning Activity)
 Interactive Instruction (Role-playing; Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.

Brief Summary of Unit:

Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method.

Students will learn about their family traditions.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

The students will need to know how to be a friend.

The students will need to be familiar with similarities and differences.

Students having knowledge about feelings would be helpful.