

Unit #1 Title: Respecting Individual and Group Differences

Grade Level: 3

Number of Lessons in Unit: 4

Time Required for each lesson: 20-30 Minutes

Best time of year to implement this Unit: Any time of year

Lesson Titles:

Lesson 1: Celebrate Your Culture

- Materials/Special Preparations Required
- Drawing paper or poster paper
- Drawing materials (for optional activity)

Lesson 2: Communicating with *I-Messages*, Part 1

- Materials/Special Preparations Required
- 2 puppets
- Script for negative scenario (sample script is provided)
- Script for positive scenario using *I-Messages* (sample script is provided)

Lesson 3: Communicating with *I-Messages*, Part 2

- Materials/Special Preparations Required
- I-Messages* information sheet (A copy for each student)

Lesson 4: Be a Problem Solving Star

- Materials/Special Preparations Required
- STAR Problem Solving Steps* (A copy for each student)

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.03: Identify the interpersonal skills necessary to build quality relationships. (DOK Level-2)
- SE.2.B.03: Recognize and respect the differences between personal culture and other cultures. (DOK Level-2)
- SE.2.C.03: Apply the steps of solving problems and conflicts with others. (DOK Level-3)

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
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy ad clarity

X	Goal 3: Recognize and solve problems 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 7. Evaluate the extent to which a strategy addresses the problem
	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	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

Is it important to fit in to a group? Why or why not?

Unit Measurable Learning Objectives:

The student will draw one picture of a special event in his or her family and one picture of a special event in another culture.
The student will determine one positive and one negative response for at least three friendship interactions.
The student will demonstrate the use of I-Messages for at least three social situations.
The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.

Unit Instructional Strategies/Instructional Activities:

Direct (Lecture; Explicit Teaching; Drill & Practice; Compare & Contrast; Demonstrations; Guided & Shared-reading, listening, viewing, thinking)
 Indirect (Problem Solving; Reflective Discussion)
 Experiential (Games; Focused Imaging; Role-playing)
 Independent Study
 Interactive Instruction (Role Playing; Brainstorming; Peer Partner Learning; Discussion; Cooperative Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will identify their own cultures' customs and those of others.

Students will recognize and use I-Messages when interacting with others.

Students will use the STAR problem solving steps when they are faced with problems and conflicts.

Brief Summary of Unit:

Students will learn positive ways to interact with others and solve problems through the use of I-Messages and the STAR problem solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.

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

Knowledge of how to make and keep friends would be helpful

Some knowledge of their family's cultures and traditions would be helpful