

<p>Unit 1 Title: Relationships: What Do Skills Have to Do with It?</p> <p>Lesson Title: Relationships...Quality Control Lesson 3 of 5</p> <p>Grade Level: 8</p> <p>Length of Lesson: 45 minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: SE.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): SE.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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<p>Materials (include activity sheets and/ or supporting resources)</p> <p>Activity Sheet – <i>I Am</i>..... Mirrors Paper and markers</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>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States</p>

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
X	Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
	Social Studies	
	Science	
	Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *I am* activity, select a skill they would like to improve, and outline a self-improvement plan.

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.

The students will complete a checklist and have a discussion about interpersonal skills in quality relationships.

Lesson Preparation

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

Engagement (Hook): Pass out a mirror to each student and ask them to take a minute to look at themselves. Ask them to reflect on what is on the inside and not the outside. Ask them which is more important when it comes to making and keeping friends.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Ask the students what interpersonal means then discuss their responses until there is a suitable definition. 2. Discuss and define what constitutes a relationship (family, friends, romantic). 3. Explain the <i>I Am</i> activity sheet to the students. Review the use of a Likert Scale. Stress that honesty is essential in this evaluation and that is for self-awareness and improvement. 4. Explain to the students how to score the checklist. After scoring time, explain the scores and ask the students to comment on their personal score. 5. Review the skills listed in the checklist and 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students propose definitions of interpersonal until a suitable definition is proposed. 2. Through input, students will explore and define relationships. 3. Students will use the Likert Scale to honestly evaluate themselves on skills needed to maintain quality relationships. 4. Students self-score the checklist and comment on their score. 5. Participate in discussion regarding the
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evoked comments from students regarding the importance of the skill in relationships.	importance of the skill listed on the checklist.
6. Collect the checklist scale to add to student portfolio.	6. Students turn in checklist.
7. Create key-word posters with the following words: Thoughtful, Good Communicator, Positive Body Language, Forgiving, Patient, Honest, "I" Messages, Respectful, and Apologize. Leave them with the teacher to post around the room as reminders throughout the year.	7. Students design key-word posters.

Teacher Follow-Up Activities

Teacher will post the key-word posters around the room and refer to them when necessary as a reminder of the lesson with the students.

Counselor reflection notes (completed after the lesson)

I Am...

Rate yourself using the following scale:

5 = always 4 = usually 3 = most of the time 2 = sometimes 1 = never

On lines 1 and 2, write a real-life example of how you have demonstrated this skill.

_____ A thoughtful person

- 1. _____
- 2. _____

_____ A person who avoids conflict

- 1. _____
- 2. _____

_____ A good communicator

- 1. _____
- 2. _____

_____ Aware of my body language

- 1. _____
- 2. _____

_____ Forgiving of others / Don't hold a grudge

- 1. _____
- 2. _____

_____ Patient with others

- 1. _____
- 2. _____

_____ Honest / Trustworthy

- 1. _____
- 2. _____

_____ Someone who uses "I" messages

- 1. _____
- 2. _____

_____ Someone who stays out of other people's business

- 1. _____
- 2. _____

_____ Able to think of others before myself

- 1. _____
- 2. _____

_____ Respectful of personal differences

- 1. _____
- 2. _____

_____ Proud of the decisions I make

- 1. _____
- 2. _____

_____ Able to say I am sorry when I am wrong

- 1. _____
- 2. _____

_____ Able to keep my cool when I get upset

- 1. _____
- 2. _____

Total score _____

What your score means:

70 – 56 You have excellent interpersonal skills. You probably have many valuable relationships. You are well-liked by your peers and your family. You are a very mature young person.

55 – 40 You are well on your way to learning excellent interpersonal skills. The fact that you recognize your weaker areas is a great stepping stone to realizing your potential. You probably have a lot of friends, but there are probably people out there who would like to be your friend—reach out to them using some new skills.

39 – 26 You appear to be lacking some skills that you should have acquired by this age. You need to take an honest look at yourself and where you need to make some changes in order to fit into society. If you are struggling in a particular area, please ask your friends, a counselor or another trusted adult for help.

25 -14 If your score falls here, don't panic! To improve your interpersonal skills, first look at the areas that you scored yourself low. Next, think for a minute about the friends that you have now. Do your actions sometimes upset others? Are you the best friend you can be? Would you be your own friend? Be honest with yourself. That is the only way to improve.

Are you surprised by your score? _____

Why or why not?

Which interpersonal skills did you discover that you want to/will strengthen?

Outline your self- improvement plan:
