

<p>Unit 1 Title: Relationships: What Do Skills Have to Do with It?</p> <p>Lesson Title: I Know What You Did This Summer Lesson 4 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 Heard What You Did This Summer</i> Sets of footprints made from cardboard or construction paper</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>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>7. Evaluate the accuracy of information and the reliability of its sources</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</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>
X	<p>Goal 3: recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p>
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>3. Analyze the duties and responsibilities of individuals in societies</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
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 Measurable Learning Objectives:

The student will demonstrate at least three effective resolve interpersonal skills which could resolve a conflict.

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.

Student will complete a conflict resolution activity sheet and role-play how to use interpersonal skills to resolve a conflict.

Lesson Preparation

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

Engagement (Hook): Ask for two volunteers who will act out an example of a conflict created by the counselor. Volunteer stands on a set of footprint cut-outs. Students act out conflict scenarios. Students switch places and discuss how it feels from the other person’s point of view.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Distribute activity sheet 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 answer get a better response? 	<p>Student Involvement/Instructional Activities:</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
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<p>What can you learn from the other person? What would you not do if this were you?</p> <p>4. Have the students get into groups of three and brainstorm a list of interpersonal skills that will be useful in the situation. Then have them role-play the story using at least three of those identified skills. The goal is to get a resolution without aggressive language or behavior.</p>	<p>asked by the instructor.</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.
