

Unit 1 Title: Relationships: What Do Skills Have to Do with It?

Lesson Title: Relationships...Going Up While Growing Up **Lesson 5 of 5**

Grade Level: 8

Length of Lesson: 45 minutes

Missouri Comprehensive School Counseling Big Idea:
SE.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
SE.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.

American School Counselor Association (ASCA) Mindsets and Behaviors:
Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

Activity Sheet-*Going Up While Growing Up*
Balloon for each student
Permanent markers

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	

	Health/Physical Education	
	Fine Arts	

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 identify two interpersonal qualities to improve and two strategies to achieve this.

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 lesson assessment will be the checklist and the discussion about interpersonal skills.

Lesson Preparation

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

Engagement (Hook): As the students enter the classroom, hand them a balloon. Tell them to blow up their balloon and tie it off. Pass around permanent markers and ask the students to write their best friend-making skill on the balloon in the form of I, _____, am good at making friends because _____.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Ask the students to pass the balloons around and read the comments on each balloon.	1. Students will pass the balloons around and read what others think about themselves.
2. Have students return balloons to the original owner.	2. Students will return balloons.
3. Pass out activity sheet and read aloud with students. Ask students to complete the first instruction on <i>Going Up While Growing Up</i> Activity Sheet, listing skills they feel are important in relationships. Walk around and monitor appropriateness of traits.	3. Students will individually complete the balloon graphic with skills they feel are valuable in a relationship.
4. Ask students to think about three specific friends and identify qualities that those friends have that make them good friends to	4. Students will identify three friends and those qualities that make each person important to them and valuable as a friend.

<p>have.</p> <p>5. Complete the same information for three family members.</p> <p>6. Ask the students to self-reflect on 8 skills that they have that they think are important for others to have also. Many of these skills should be repeating from the other lists.</p> <p>7. Ask students to identify which skills they feel are important for others to have but that they do not have on the list for themselves (skills to improve) and then identify what plans or actions they can take to improve skills.</p> <p>8. Initiate discussion about finding differences in the lists. Sample questions/comments: How can we expect things from others in a relationship and not from ourselves? Why would someone want to be your friend if you did not have skills that were important to them? Is it easier to change yourself or to try and change someone else? It is important to note that when you change yourself for the better, you are “growing”, but when you try to change someone else, you are “controlling”. You benefit yourself by focusing on yourself, because you are the one that you will always have to live with.</p>	<p>5. Students will identify three family members and those qualities that make each person important to them and valuable as a family member.</p> <p>6. Students will complete self-reflection area.</p> <p>7. Students will compare lists and identify skills that they find that they need to improve. They will identify how they can strengthen those skills.</p> <p>8. Participate in discussion.</p>
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Teacher Follow-Up Activities

Teacher may wish to display the balloons on a bulletin board for a visual reminder of the traits that the students found to be important in being a good friend.

Counselor reflection notes (completed after the lesson)

Going Up While Growing Up

These are interpersonal skills and qualities that I like to see in my friends and family. These help us to get along and work together. They make our relationship fun.

1. Place one skill or quality that you find important in each balloon.

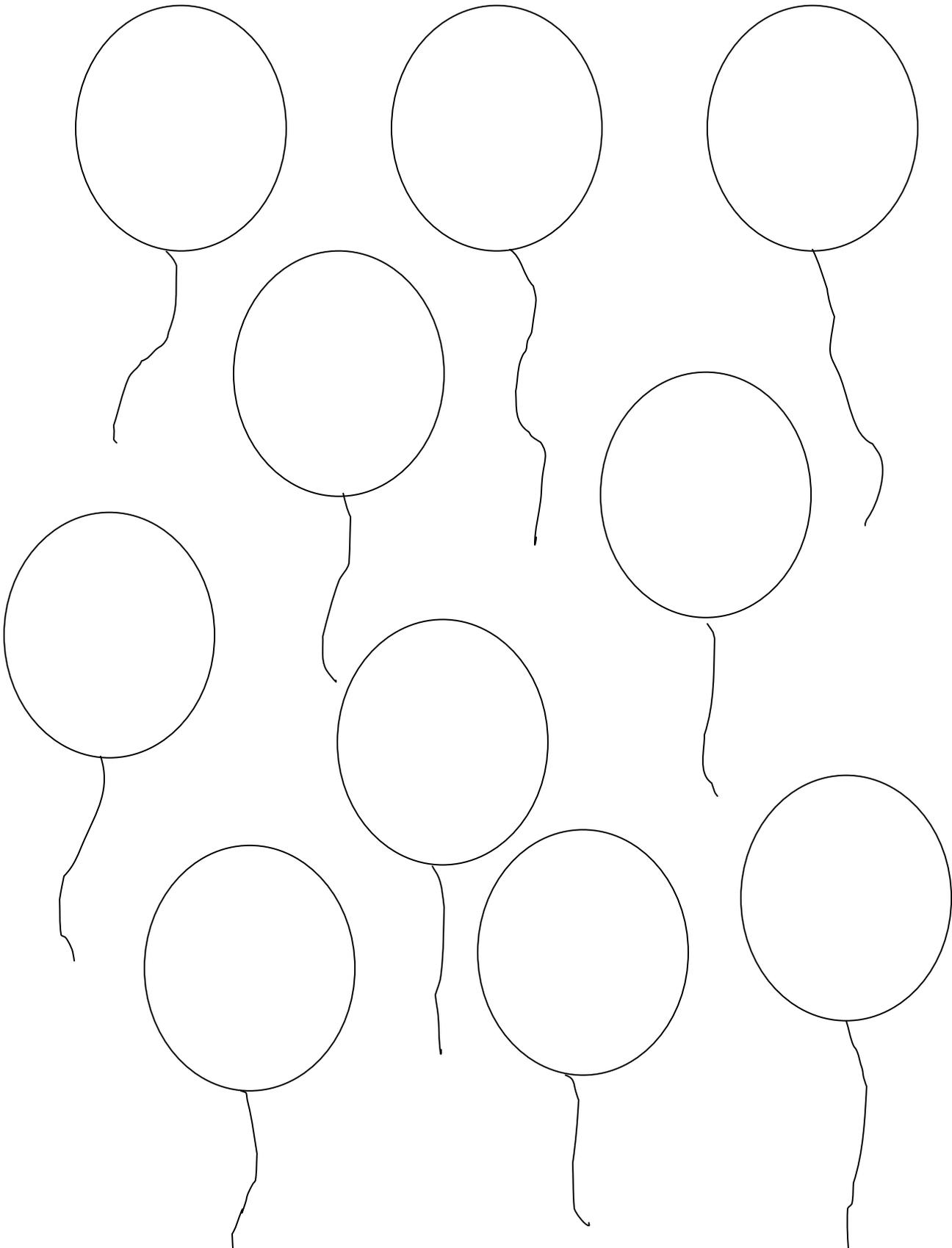
After you have completed the balloon worksheet, continue with #2

2. List 3 friends and identify which "balloon" qualities they have.

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- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.

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- 1.
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- 1.
 - 2.
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 - 8.
 - 9.



List 3 family members and identify which "balloon" qualities they have.

_____	_____	_____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

Which "balloon" skills do I have that I think are important for my family and friends to also have?

1.	5.
2.	6.
3.	7.
4.	8.

Which ones do I need to improve?

How can I improve my skills?

Which skills do I think I should focus on first?
