

**Unit 1 Title:** Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level:** 9-12

**Number of Lessons in Unit:** 7 (2 lessons per grade level 9<sup>th</sup>-11<sup>th</sup>)

**Time Required for each lesson:** 30-45 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

9<sup>th</sup> Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

Pens

Pencils

*The Clique* student handout

9<sup>th</sup> Grade: Lesson # 2 - Bursting Stereotypes

Materials/Special Preparations Required

2-dozen multi-colored balloons inflated

2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long

Thumbtacks (optional)

Colored pencils or markers

Common pin (safety)

10<sup>th</sup> Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

Pens

Pencils

*Listening Stems* activity sheet for each pair of students

10<sup>th</sup> Grade: Lesson # 4 - Origins: A simple word game for use in human relations trainings

This lesson is an adaptation of a lesson from [www.tolerance.org](http://www.tolerance.org) (see lesson plan).

Materials/Special Preparations Required

Timer

Handouts printed on two different types of colored paper

Three judges

*Origins: A Simple Word Game for Use In Human Relations Training* handout

*What Do These Words or Phrases Mean* handout

11<sup>th</sup> Grade: Lesson # 5 - Using Negotiation to Settle Difficulties

Materials/Special Preparations Required

Black/White Board or an overhead projector

Index cards

Pens

Pencils

*Negotiating Skill Components* handout

11<sup>th</sup> Grade: Lesson # 6 - Diversity Day

Materials/Special Preparations Required

List of performers and speakers (Partners in Education is a possible reference for resources), for example:

- Flamenco dancers/guitarist
- Country Line Dancers
- Irish Dancers
- Native American Flute Player
- Multicultural Storyteller
- Brazilian Musician
- Scottish Storyteller/Bagpipe player
- Square Dancers

Performance Areas with chairs and adequate space

Signs for each location

A/V equipment as needed

Publicity

Thank-you notes

12<sup>th</sup> Grade: Lesson # 7 - Managing Conflicts

Materials/Special Preparations Required

*Managing Conflicts* worksheet

*Alternative for Solving Conflicts* handout

Pens

Pencils

**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.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. (DOK Level - 2)
- SE.2.B.09: Explore cultural identity and world views within the community. (DOK Level - 2 )
- SE.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. (DOK Level - 3 )
- SE.2.A.10: Practice interpersonal skills in order to help maintain quality relationships. (DOK Level - 3)
- SE.2.B.10: Promote acceptance and respect for cultural differences within the global community. (DOK Level - 3)
- SE.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. (DOK Level - 3)
- SE.2.A.11: Apply interpersonal skills needed to maintain quality relationships. (DOK Level - 3)
- SE.2.B.11: Exhibit respect for different cultures and points of view. (DOK Level - 4)
- SE.2.C.11: Accept personal responsibility in conflict situations. (DOK Level - 4 )
- SE.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. (DOK Level - 4 )
- SE.2.B.12: Advocate respect for individuals and groups. (DOK Level - 4 )
- SE.2.C.12: Utilize and accept personal responsibility in relationships with others. (DOK Level - 4)

**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
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment 6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 4. Principles of movement and physical fitness 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
X	Fine Arts	1. Process and techniques for the production, exhibition or

		<p>performance of one or more of the visual or performed arts</p> <ol style="list-style-type: none"> <li>2. The principles and elements of different art forms</li> <li>3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts</li> <li>4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines</li> <li>5. Visual and performing arts in historical and cultural contexts</li> </ol>
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**Unit Essential Questions:**

Why is it important to embrace diversity?

**Unit Measurable Learning Objectives:**

The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.

The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.

The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.

The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.

The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the “Negotiating Skills Components” worksheet.

The student will demonstrate at least one negotiating skill in a role play situation.

The student will complete a reflection form following the performers and speakers answering the following: I learned that .....; I wish I.....; I want to .....; In order to learn more about the cultural traditions I will .....

The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Demonstrations; Guided & Shared)
- Indirect (Problem Solving; Reflection Discussion; Writing to Inform)
- Experiential (Simulations; Games; Role-playing)
- Independent Study (Journals, Research Projects)
- Interactive Instruction (Role-playing; Peer Partner Learning; Discussion; 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 research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.

**Brief Summary of Unit:**

Standard PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

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

1. Knowledge of interpersonal skills that will help maintain quality relationships
2. Knowledge of strategies that promote acceptance and respect of others within the global community
3. An awareness of personal responsibility in conflict situations