

Missouri Comprehensive School Counseling Social/Emotional Development Curriculum Index

SE 2: Interacting with Others in Ways that Respect Individual and Group Differences

Grade	Unit Title	# of Lessons and Lesson Titles	SE 2 Lesson GLEs
K	Friendship is the Perfect Blendship	1. How Does a Friend Act?	SE.2.A.0K: Demonstrate how to be a friend.
		2. How Do I Act Like a Friend?	SE.2.A.0K: Demonstrate how to be a friend.
		3. How We Are Alike and Different	SE.2.B.0K: Identify similarities and differences between self and others.
		4. Feeling Faces	SE.2.C.0K: Identify feelings of others.
1 st	Elementary Interactions	1. Friendship Line Dancing	SE.2.A.01: Demonstrate the ability to be a friend.
		2. Same and Different	SE.2.B.01: Identify similarities and differences among students within the school community.
		3. Express Yourself!	SE.2.C.01: Express feelings effectively, both verbally and non-verbally.
2 nd	Individual and Group Differences	1. Acting Out Respect and Compromise	SE.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend.
		2. Family Traditions	SE.2.B.02: Identify similarities and differences among families and their traditions.
		3. Be a Problem Solving Star	SE.2.C.02: Identify the steps of solving problems and conflicts with others.
3 rd	Respecting Individual and Group Differences	1. Celebrate Your Culture	SE.2.B.03: Recognize and respect the differences between personal culture and other cultures.
		2. Communicating with I Messages (1/2), Part 1	SE.2.A.03: Identify the interpersonal skills necessary to build quality relationships.
		3. Communicating with I Messages (2/2), Part 2	SE.2.A.03: Identify the interpersonal skills necessary to build quality relationships.

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		4. Be a Problem Solving Star	SE.2.C.03: Apply the steps of solving problems and conflicts with others
4 th	What Does it Take to Get Along With Others?	1. What Does Respect Look Like in School?	SE.2.A.04: Demonstrate respect for others' personal opinions and ideas.
		2. What Does Respect Look Like at Home?	SE.2.A.04: Demonstrate respect for others' personal opinions and ideas.
		3. Respect for All Kinds of People Inside and Outside School	SE.2.B.04: Recognize and respect diverse groups within the school and community.
		4. Similar and Different	SE.2.B.04: Recognize and respect diverse groups within the school and community.
		5. Talk it Over and Work It Out: Compromise!	SE.2.C.04: Identify and practice the skills used to compromise in a variety of situations.
		6. Tic Tac Toe, Get Off My Toes	SE.2.C.04: Identify and practice the skills used to compromise in a variety of situations.
5 th	Respecting Differences in Others	1. Acting Out Respect	SE.2.A.05: Exhibit mutual respect and compromise in relationships.
		2. Respecting Differences	SE.2.B.05: Demonstrate respect for individuals in diverse groups.
		3. The Problem Solving Game	SE.2.C.05: Review and implement strategies to resolve problems and conflicts successfully.
6 – 8 th	Relationships: What do skills have to do with it?	1. 6 th Ingredients of a Relationship Recipe	SE.2.A.06: Identify the interpersonal skills needed to maintain quality relationships.
		2. 7 th Respect for Self and Others-Giving and Getting the Big R	SE.2.A.07: Practice effective interpersonal skills in a variety of social situations.
		3. 8 th Relationships...Quality Control	SE.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.
		4. 8 th I Know What You Did This Summer	SE.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.
		5. 8 th Relationships...Going Up While Growing Up	SE.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.

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6-8 th	R-E-S-P-E-C-T Find Out What It Means To You (And Me)	1. 6 th Respect: Looks Like, Sounds Like, Feels Like	SE.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community.
		2. 7 th R-E-S-P-E-C-T: A Basic Skill	SE.2.B.07: Promote acceptance and respect for individual differences.
		3. 8 th A Stranger Among Us	SE.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.
6-8 th	<u>Conflict Resolution</u> - I am part of the <u>Solution!</u>	1. 6 th My Problem...Your Problem...Our Problem	SE.2.C.06: Apply problem-solving and conflict-resolution skills to new challenges.
		2. 7 th “Re-Solutioning”: Practice Brings Out Our Best	SE.2.C.07: Practice problem-solving and conflict-resolution skills.
		3. 8 th My Conflict Shield	SE.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.
		4. 8 th Put Yourself in Check	SE.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.
9 – 12 th	Interacting With Others in Ways That Respect Individual and Group Differences	1. 9 th The Clique	SE.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. SE.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.
		2. 9 th Bursting Stereotypes	SE.2.B.09: Explore cultural identity and world views within the community.
		3. 10 th Listening Exercise	SE.2.A.10: Practice interpersonal skills in order to help maintain quality relationships. SE.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.
		4. 10 th Origins: A Simple Word Game for Use in Human Relations Trainings	SE.2.B.10: Promote acceptance and respect for cultural differences within the global community.
		5. 11 th Using Negotiation to Settle Differences	SE.2.A.11: Apply interpersonal skills needed to maintain quality relationships. SE.2.C.11: Accept personal responsibility in conflict situations.

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Grade	Unit Title	# of Lessons and Lesson Titles	SE 2 Lesson GLEs
		6. 11 th Diversity Day	SE.2.B.11: Exhibit respect for different cultures and points of view.
		7. 12 th Managing Conflicts	SE.2.A.12: Exhibit the interpersonal skills to maintain quality relationships. SE.2.C.12: Utilize and accept personal responsibility in relationships with others.

Unit 1 Title: Friendship is the Perfect Blendship

Grade Level: K

Number of Lessons in Unit: 4

Time Required for each lesson: 30 minutes

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

Lesson Titles:

Lesson # 1: How Does a Friend Act?

Materials/Special Preparations Required

2 puppets

Student Activity Sheet

Writing utensil for each student

Lesson # 2: How Do I Act Like a Friend?

Materials/Special Preparations Required

2 puppets

Scenario Activity Sheet, cut into strips

Friendship song

Lesson # 3: How We Are Alike And Different

Materials/Special Preparations Required

2 clear glasses

One half pint of white milk

One can of caramel colored soda

Chart paper and markers/dry erase board/ SMART Board or other visual display

Teacher Activity Sheet

Stand Up, Sit Down song

Lesson #4: Feeling Faces

Materials/Special Preparations Required

Puppet

4 Basic Feeling Faces Activity Sheet

Student Activity Cards strips

Feelings poem

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.0K: Demonstrate how to be a friend. (DOK Level - 2)

SE.2.B.0K: Identify similarities and differences between self and others. (DOK Level - 2)

SE.2.C.0K: Identify feelings of others. (DOK Level - 1)

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 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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
X Mathematics	3. Data analysis, probability and statistics
Social Studies	
X Science	3. Characteristics and interactions of living organisms
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

How can I be a good friend to others? How do we recognize and show feelings?
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Unit Measurable Learning Objectives:

<p>The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).</p> <p>The student will identify one positive action in response to one scenario.</p> <p>The student will identify three likes, dislikes, and/or traits.</p> <p>The student will act out one feeling in response to a scenario.</p> <p>The student will identify at least five feelings as acted out by classmates.</p>
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Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)</p> <p><input checked="" type="checkbox"/> Indirect (Problem Solving)</p> <p><input checked="" type="checkbox"/> Experiential (Games, Role Playing)</p> <p><input checked="" type="checkbox"/> Independent Study (Assigned Questions)</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Role Playing; Discussion; Problem Solving)</p>
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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 demonstrate how to be a friend; identify likes, dislikes, and/or traits; and identify the feelings of others.

Brief Summary of Unit:

Students are introduced to friendship by focusing on things friends say and do. Children are introduced to differences between themselves and their classmates. They are also guided to be aware of the ways they are like their classmates. The students are guided to act out the four basic feelings, and then given instruction on how to tell what others are feeling by watching facial expressions.

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

Students need to have been introduced to basic feelings, and have some knowledge of the concepts of alike and different.

<p>Unit 1 Title: Friendship Is The Perfect Blendship</p> <p>Lesson Title: How Does A Friend Act? Lesson 1 of 4</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 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.0K Demonstrate how to be a friend</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>

<p>Materials (include activity sheets and/ or supporting resources) 2 puppets, Student Activity Sheet), writing utensil for each student</p>

Show Me Standards: Performance Goals (check one or more that apply)	
	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)					
	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).

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.

Students will successfully complete the Student Activity Sheets.

Lesson Preparation

Essential Questions: How does a friend act?

Engagement (Hook): Bring in two puppets. Introduce them as Juan and Jill. Show the puppets interacting, with one grabbing at a toy to keep it away from the other puppet. Instruct the students, “Show thumbs up if you think these two are acting like good friends.” Wait for the response from the students. Next show the puppets being kind to each other. Instruct the students, “Show thumbs up if Juan and Jill are acting like good friends.” Wait for response from students. Then say, “Today, Jill and Juan are going to help us learn about friends.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor says, “Hold up your thumb. You will hold up your thumb when I tell about something a friend would do. Point your thumb down. You will point your thumb down when I tell about something a friend would NOT do.”	1. Children follow directions.
2. Counselor says, “Juan shares his cookies with Jill. Would a friend do that?”	2. Children show thumbs up.
3. Counselor says, “Jill says, “Thank you, Juan!’ Would a friend do that? Show thumbs!”	3. Children show thumbs up.
4. Counselor says, “Juan gets mad at Jill for playing with Travon. He hits Jill. Would a friend do that?”	4. Children show thumbs down.
5. Counselor says, “Juan sees that Jill falls down at recess. He goes over to help her up. Would a friend do that?”	5. Children show thumbs up.
6. Counselor says, “Jill pushes Juan out of line so she can be first. Would a friend do that?”	6. Children show thumbs down.

<p>7. Counselor says, “Jill is on her way to the bathroom. She runs down the hall and crashes into another student. Would a friend do that?”</p> <p>8. Counselor says, “Juan is angry because he doesn’t get to play with the truck at recess. He is crying. Jill goes over and pats him on the back and tells him she is sorry he is sad. Would a friend do that?”</p> <p>9. Counselor says, “Juan hits Tom for taking a ball away from him at recess. Would a friend do that?”</p> <p>10. Counselor says, “Jill tells Juan that his picture is really neat. Would a friend do that?”</p> <p>11. Counselor says, “Juan tells Jill he likes her and is glad she is his friend. Would a friend do that?”</p> <p>12. Counselor picks two students to come up. Each child takes a puppet. Counselor says, “What would good friends say to each other? _____ (name the child holding Juan), what is a good friend thing Juan could say to Jill?” Affirm correct response or guide child to an appropriate response. Then say, “_____, (name of child holding Jill), what is a good friend thing Jill could say to Juan?” Affirm correct response or guide child to an appropriate response.</p> <p>13. Counselor says, “Give Jill to another student who is sitting crisscross with hands in lap, and has been listening. Give Juan to another student who is sitting crisscross with hands in lap, and has been listening.”</p> <p>14. Continue with this procedure until all children have had an opportunity using a puppet and saying kind things.</p>	<p>7. Children show thumbs down.</p> <p>8. Children show thumbs up.</p> <p>9. Children show thumbs down.</p> <p>10. Children show thumbs up.</p> <p>11. Children show thumbs up.</p> <p>12. Children respond appropriately.</p> <p>13. Children respond appropriately.</p> <p>14. Children continue demonstrating appropriate responses.</p>
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<p>15. Counselor shows puppets being kind to each other and saying nice things. Counselor says, “You have helped Juan and Jill learn what a friend does. Now you are going to get a paper to work on at your desk to show me how much you have learned. Please go to your seat and sit down.”</p> <p>16. Counselor hands out the Student Activity Sheets and demonstrates /directs students to write their names at the top.</p> <p>17. Counselor says, “You will circle the picture if it shows what a friend would do, draw an “X” on the picture if it shows something a friend would not do.”</p> <p>18. Counselor collects the papers.</p>	<p>15. Children go to their seats.</p> <p>16. Students write their names.</p> <p>17. Students circle the three pictures that show what a friend would do, and draw an “X” on the picture that shows the children fighting.</p> <p>18. Students hand in their papers.</p>
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Teacher Follow-Up Activities

Teacher can review pictures with the children and discuss skills needed for a friendship.

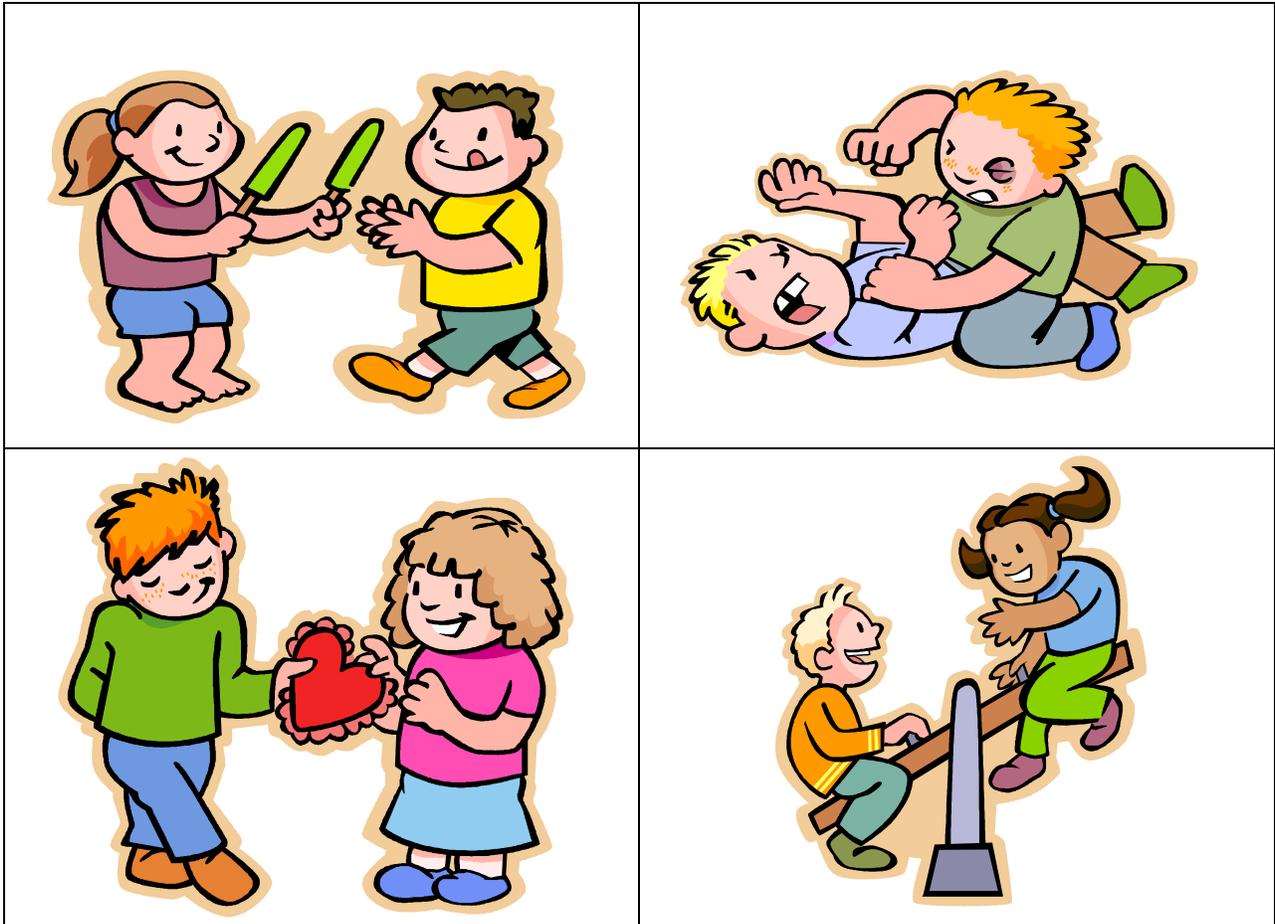
Counselor reflection notes (completed after the lesson)

Student Activity Sheet

Name _____

DIRECTIONS:

Put an "X" on the picture if it shows something a friend would not do.
Circle the picture if it shows what a friend would do.



<p>Unit 1 Title: Friendship Is The Perfect Blendship</p> <p>Lesson Title: How Do I Act Like A Friend? Lesson 2 of 4</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 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.0K: Demonstrate how to be a friend.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p>2 puppets (from previous lesson) Scenario Activity Sheet (cut into strips) <i>Friendship</i> song</p>
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one positive action in response to one scenario.

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.

Students will role play the Scenarios to demonstrate how to be a friend.

Lesson Preparation

Essential Questions: How does a person act when they want to make a friend?

Engagement (Hook): Bring in the two puppets from the previous lesson. Say, “Raise your hand if you remember Juan and Jill. They helped us learn some things friends do. Today we are going to learn some more about friends.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor says, “Hold your thumb up. You will hold your thumb up when you see one of the friends in this class act like a good friend. “ 2. Counselor says, “I have some things written on slips of paper in this box. When you are chosen, you will come up here and take a slip of paper out of the box. I will read it to you and you will tell me what a good friend would do. Then you will choose the next friend to come up and draw a slip of paper. ” 3. Counselor chooses a student. Student comes up and draws a slip of paper. Counselor reads the scenario. (If the student cannot appropriately respond, guide the student to the correct response.) 4. Counselor asks the class to show thumbs 	<ol style="list-style-type: none"> 1. Children follow directions. 2. Students listen and look at counselor. 3. Student demonstrates how to be a friend. 4. Students show thumbs up.

up if the student responded like a good friend.	
5. Counselor directs the student to pick another student to come and draw a slip of paper.	5. Students respond appropriately.
6. Procedure is repeated with the entire class.	6. Students respond appropriately.
7. End lesson by singing <i>Friendship</i> song	7. Students sing <i>Friendship</i> song

Teacher Follow-Up Activities

Practice singing *Friendship* song.

Counselor reflection notes (completed after the lesson)

Scenarios

Someone needs a red crayon and you have two.
What would a good friend do?

Someone falls down at recess.
What would a good friend do?

Someone's shoe comes untied and they can't tie shoes, but you can.
What would a good friend do?

Someone doesn't know how to find the nurse's office and you know where it is. What would a good friend do?

Someone knocks all the crayons off the table. They are trying to pick them up. What would a good friend do?

Someone can't open the door to the classroom. You can.
What would a good friend do?

You have a friend come over to your house. You only have 1 cookie and you really want to eat it all. What would a good friend do?

You have a friend come over to your house. You just got a new toy and you really want to play with it. Your friend wants to play with it, too.
What would a good friend do?

Your friend falls down and scrapes their knee at recess. They are bleeding. What would a good friend do?

Someone right behind you in line to get a drink is REALLY thirsty. You are a little thirsty but not as thirsty as they are.

What would a good friend do?

The teacher is trying to explain something to the class. You need to get a drink. What would a good friend do?

Someone sitting next to you can't open his or her snack. You can. What would a good friend do?

You are walking down the hall and you see one of your classmates crying. What would a good friend do?

Someone needs a pair of scissors and you are finished using yours. What would a good friend do?

Someone is really trying as hard as they can to color nicely. You look at their paper. What would a good friend say?

Someone gives you a piece of candy. What would a good friend say?

You really like to play with one of your friends because they always share. What would a good friend say?

Someone asks you if you would like to have a cookie. You don't like the kind of cookie they want to give you. What would a good friend say?

The friend who sits next to you always forgets to raise their hand.
What would a good friend do and say?

The friend who sits next to you always tries to talk to you while the teacher is talking. What would a good friend say and do?

Someone tells you they are not going to be your friend anymore.
What would a good friend say?

Someone pushes you down at recess.
What would a good friend say?

You see someone running down the hallway at school.
What would a good friend say?

Someone cuts in front of you in line.
What would a good friend say?

Someone doesn't have any glue. You have some glue.
What would a good friend do?

Someone can't zip their coat. You can.
What would a good friend do?

There is trash on the floor all around your desk.
What would a good friend do?

Friendship Song

Written by Annie Moffatt

(Sung to the tune of *If You're Happy And You Know It, Clap Your Hands*)

If you're friendly and you know it
Say, "I'll help"

If you're friendly and you know it
Say, "I'll help"

If you're friendly and you know it
Then your friends will say
You show it

If you're friendly and you know it
Say, "I'll help"

If you're friendly and you know it
Say, "I'll share"

If you're friendly and you know it
Say, "I'll share"

If you're friendly and you know it
Sharing is the way to show it

If you're friendly and you know it
Say, "I'll share"

If you're friendly and you know it
Say kind words

If you're friendly and you know it
Say kind words

If you're friendly and you know it
Being kind will always show it

If you're friendly and you know it
Say kind words

<p>Unit 1 Title: Friendship Is The Perfect Blendship</p> <p>Lesson Title: How We Are Alike and Different Lesson 3 of 4</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 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.B.0K: Identify similarities and differences between self and others.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p>2 clear drinking glasses 1 half-pint carton of white milk 1 can of caramel colored soda Chart paper and markers/dry erase board/ SMART Board or other visual display Teacher Activity Sheet <i>Stand Up Sit Down Song</i></p>

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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
X	Mathematics	3. Data analysis, probability and statistics
	Social Studies	
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three likes, dislikes, and/or traits.

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.
 Students will participate in a game to identify likes, dislikes, and/or traits.

Lesson Preparation

Essential Questions: How am I like my friends? How am I different from my friends?

Engagement (Hook): “Look at these two glasses. They are the same. Look at this carton. What is inside of it? (Call on students who have raised their hands to give guesses.) Let’s open this carton and pour what is inside in this glass. (Demonstrate.) What’s inside? (Milk.) Raise your hand if your guess was correct. Look at this can. What do you think is inside of it? (Call on students who have raised their hands to give guesses.) Let’s open this can and pour it into the other glass. What was inside? (Soda.) Raise your hand if your guess was correct.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor says, “Let’s think about how the milk and the soda are alike. I am going to draw a glass of milk here and a glass of soda here. See how they are connecting? (Draw the glasses like a Venn diagram with an overlapping space where they connect.) We are going to put a mark here [in the connecting space] for every way we can think of that shows how milk and soda are the same. How are they the same?” {Possible answers: drinks, taste good, pour them, they go in glasses, liquids, etc} As students give plausible answers, make tally marks in the area the glasses connect. Counselor says, “Now, let’s think of ways the milk and soda are different.” Counselor writes the word ‘DIFFERENT’ on the board. “Who can tell me how they 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students follow directions and brainstorm ways they are the same. Students raise their hands and offer suggestions.
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<p>are different?" {Possible answers: milk's white, soda is brown; milk is not carbonated, soda is; milk is from a cow, soda is made by man; milk has fat, soda has sugar; some people think milk is healthy for you, most people agree soda is not so healthy for you; milk is good for your teeth, soda is bad for your teeth; etc.} As the students give plausible differences, the counselor puts tally marks under the word 'DIFFERENT' on the board.</p> <ol style="list-style-type: none"> 3. Look at and discuss how many tally marks were made; how milk and soda are the same in some ways and different in others. 4. Counselor says, "Now we are going to see how we are the same as each other and how we are different from each other. Stand up if you like pizza. Look around. Did everyone stand up? [Say either: "Yes, because we all think pizza is tasty!" OR "No, some people do not like pizza and that's OK!"] 5. Counselor says, "If pepperoni pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students' choices.] 6. Counselor says, "If cheese pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students' choices.] 7. Counselor calls on students who are left to tell their favorite pizza, then sit down. 8. Counselor says, "Did we all like pizza? Did we all like the same kind of pizza? Is one pizza better than another? NO! Some people just like one kind of pizza more and THAT'S OK! We are alike because we like pizza and we are different because we like different types of pizza." 9. Counselor says, "Stand up if you have hair. Does everyone have hair? Sit down if you 	<ol style="list-style-type: none"> 3. Students participate in the discussion. 4. Students who like pizza stand up. 5. Students who like pepperoni pizza best sit down. 6. Students who like cheese pizza best sit down. 7. Students participate appropriately. 8. Students participate appropriately. 9. Students participate appropriately.
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<p>have dark colored hair. Did everyone sit down? NO! Sit down if you have light colored hair. Did everyone sit down? Yes! We are alike because we have hair. We are all different because our hair is different colors. Is one color better than another? NO! Different is not bad it is just DIFFERENT!”</p> <p>10. Continue with all choices on the Teacher Activity Sheet.</p> <p>11. End the Lesson by summing up how students are alike and different, and singing the <i>Stand Up Sit Down</i> song.</p>	<p>10. Students participate appropriately</p> <p>11. Students participate appropriately</p>
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Teacher Follow-Up Activities

Call students to line up by ways they are the same and different (color of eyes, boys and girls, blonde hair, etc.).

Counselor reflection notes (completed after the lesson)

Teacher Activity Sheet

Be Sensitive to individual differences in the group.

Ice Cream	chocolate	vanilla
Eyes	blue	brown
Cookies	oatmeal	chocolate chip
Skin	dark	light
Cake	chocolate	yellow
Candy	chocolate bars	suckers
Child	boy	girl
Clothes	pants	skirt or dress
Shoes	tennis shoes	boots
Popsicles	cherry	grape
Hair	long	short
School, like best:	recess	lunch
Recess	swing	basketball
Lunch	bring from home	school lunch
Color	favorite is red	favorite is blue
See	wear glasses	don't wear glasses
Legs	two legs	"We all have two legs!!!!"
Ears	two ears	"We all have two ears!!!!"
Nose	one nose	"We all have one nose!"

Stand Up Sit Down Song

Written by Annie Moffatt

(Sung to the tune of Old MacDonald Had A Farm)

In this class there are some kids,
We are all alike,
We look different, yes, it's true
Different things we like.

Will the boys stand up?
Will the girls stand up?
Boys down,
Girls down,
We are kids all around

In this class there are some kids
We are different too!

<p>Unit 1 Title: Friendship Is The Perfect Blendship</p> <p>Lesson Title: Feeling Faces Lesson 4 of 4</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 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.C.0K: Identify feelings of others.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Puppet <i>4 Basic Feeling Faces</i> sheet Student Activity Card Strips <i>Feelings</i> poem</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
	Goal 3: Recognize and solve problems
	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	
Social Studies	
X Science	3. Characteristics and interactions of living organisms
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will act out one feeling in response to a scenario.
 The student will correctly identify at least five feelings as acted out by classmates.

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.
 Students will act out and identify feelings in response to scenarios.

Lesson Preparation

Essential Questions: How can you tell what others are feeling?

Engagement (Hook): “Today our puppet friend Emo (short for emotions) is going to help us learn a poem about feelings. Listen to Emo, and repeat each line after he says it.” The second time the students say the poem, display each of the feeling cards as the students talk about that feeling in the poem. Say the poem with the students one more time, pointing to the feeling card as the feeling is discussed.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor says, “Emo is going to pick a friend to come up here and help. That friend must be sitting crisscross with hands in his or her lap to be chosen.” Emo whispers the name of one of the students to the counselor. Counselor says, “Emo picked _____ (say name of student) for sitting so nicely.” 2. Counselor says to student, “You are going to reach into this bag and pick out one of these pieces of paper. On the paper is something that might happen to you.” 3. Counselor says, “Give the paper to me. Emo and I will whisper what it says to you. Keep it a secret and don’t tell!” 4. Counselor says, “Now _____ will act out the feeling he/she would have if the thing that was written on the paper really happened. Watch his/her face and decide which of these feelings you see.” 	<ol style="list-style-type: none"> 1. Students are watching as the chosen student comes to the front. 2. Students watch as the student selects a piece of paper from the bag. 3. Students watch as Emo and the Counselor read the card and whisper what it says to the student. 4. Students watch as the student acts out the feeling.

<p>5. Counselor says, “What was he/ she feeling? Was he/she feeling (hold up 1 finger) mad? Was he/she feeling (hold up 2 fingers) sad? Was he/she feeling (hold up 3 fingers) happy? Was he/she feeling (hold up 4 fingers) afraid?”</p> <p>6. Counselor says, “_____, act out your feeling again. Class, which feeling was it?”</p> <p>7. Counselor says, “Yes, the feeling was _____. The piece of paper said: _____. That would make most of us feel _____. How could you tell he/she was feeling _____? “ Counselor calls on several different students.</p> <p>8. “Emo wants to know how her/his face told you the feeling he/she was acting out? What clue did you get?” Counselor calls on several students.</p> <p>9. Counselor says, “_____ will pick another friend to come and act out the next feeling. That friend must be sitting crisscross with hands in his or her lap to be chosen!”</p> <p>10. Procedure is repeated with all the scenarios on Student Activity Cards (or any you would like to add). Emphasis should be placed on how the face shows how people feel.</p> <p>11. End by having the students say the poem again.</p>	<p>5. Students watch and hold up fingers as the counselor demonstrates.</p> <p>6. Students hold up the appropriate number of fingers to designate the correct feeling.</p> <p>7. Students raise their hands to answer the question.</p> <p>8. Students raise their hand to answer.</p> <p>9. Students sit correctly to be chosen.</p> <p>10. Students follow directions.</p> <p>11. Students recite the poem.</p>
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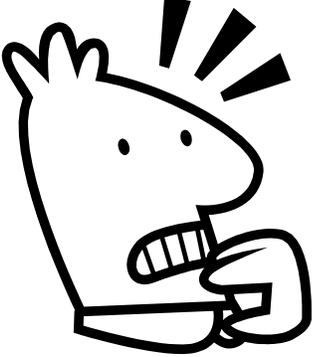
Teacher Follow-Up Activities

Teacher may have the students illustrate a feeling of their choice. The students could draw a picture showing themselves when they felt angry, sad, happy, afraid.

Counselor reflection notes (completed after the lesson)

OPTIONS: Counselors could make a set of feeling flash cards, laminated and held together by a metal ring for each student to use (instead of having students hold up fingers, they could show the feeling card). These could also be enlarged for display on the board.

4 Basic Feelings

<p>1. Mad</p> 	<p>2. Sad</p> 
<p>3. Happy</p> 	<p>4. Afraid</p> 

Student Activity Strips – cut apart and place in a bag or container

Your favorite toy gets broken.
Your friend pushes you.
You are having a birthday party.
You are going on a trip.
Your pet dies.
Your mother is sick.
You get a new video game.
You are going to a movie.
Your friend tells you they don't like you anymore.
Your teacher gives you some candy.
Your mom and dad get into a fight.
Someone hits you.

Feelings Poem

Written by Annie Moffatt

Sometimes I feel sad,
Sometimes I get mad,
Then before you know it
My face begins to show it.

Sometimes I feel happy,
Then I'm nice and snappy,
Singing all day long
I sing a happy song.

Other days, afraid I feel,
Some things that scare me are not real,
Like a monster by my bed,
The scary thoughts are in my head.

On days when I am feeling mad,
Everything seems really bad,
When my temper gets real hot,
I want to fight but I must not!

Watch my face and you will see
Feelings deep inside of me
Happy, scared, or mad, or blue
My face it always gives a clue

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: Friendship is the Perfect Blendship Students are introduced to friendship by focusing on things friends say and do. Children are introduced to differences between themselves and their classmates. They are also guided to be aware of the ways they are like their classmates. The students are guided to act out the four basic feelings, and then given instruction on how to tell what others are feeling by watching facial expressions.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. How can I be a good friend to others? How do we recognize and show feelings?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).		SE.2.A.0K: Demonstrate how to be a friend.		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3	SE	Level 2
		SE.2.B.0K: Identify similarities and differences between self and others.		SL.K.6 L.K.1		Level 2
		SE.2.C.0K: Identify feelings of others.				Level 1
2. The student will identify one positive action in response to one scenario.		SE.2.A.0K SE.2.B.0K SE.2.C.0K		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	SE	Level 2 Level 2 Level 1

<p>3. The student will identify three likes, dislikes, and/or traits.</p>		<p>SE.2.A.0K SE.2.B.0K SE.2.C.0K</p>		<p>RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1</p>	<p>SE</p>	<p>Level 2 Level 2 Level 1</p>
<p>4. The student will act out one feeling in response to a scenario.</p>		<p>SE.2.A.0K SE.2.B.0K SE.2.C.0K</p>		<p>RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1</p>	<p>SE</p>	<p>Level 2 Level 2 Level 1</p>
<p>5. The student will identify at least five feelings as acted out by classmates.</p>		<p>SE.2.A.0K SE.2.B.0K SE.2.C.0K</p>		<p>RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1</p>	<p>SE</p>	<p>Level 2 Level 2 Level 1</p>
<p>ASSESSMENT DESCRIPTION: Students will demonstrate how to be a friend; identify likes, dislikes, and/or traits; and identify the feelings of others.</p>						
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>					
	<p><input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction</p>					
<p>Obj. #</p> <p>1 2 3 4</p>	<p>INSTRUCTIONAL STRATEGIES: (What Students Do) See Lessons: Lesson 1 How Does a Friend Act? Lesson 2 How Do I Act Like a Friend? Lesson 3 How We Are Alike And Different Lesson 4 Feeling Faces</p>					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 How Does a Friend Act? Lesson 2 How Do I Act Like a Friend? Lesson 3 How We Are Alike And Different Lesson 4 Feeling Faces				
	<p>Direct:</p> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls. 1, 3 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	<p>Indirect:</p> <input checked="" type="checkbox"/> Problem Solving Ls. 2 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<p>Experiential:</p> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls. 3, 4 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 4 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<p>Independent Study</p> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Assigned Questions Ls. 1 <input type="checkbox"/> Learning Centers	<p>Interactive Instruction</p> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 4 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 2, 4 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 2 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p>					
<p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p>					

Unit 1 Title: Elementary Interactions	Grade Level: 1
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Any time of year would be appropriate; however, it might be helpful to do it first semester since it introduces positive ways to express feelings.	
Lesson Titles:	
Lesson # 1: Friendship Line Dancing	
Materials/Special Preparations Required	
One Puppet	
Enough space for students to stand in two lines facing each other.	
Lesson # 2: Same and Different	
Materials/Special Preparations Required	
SMART Board, white board, or chart paper and appropriate writing utensils	
Lesson # 3: Express Yourself!	
Materials/Special Preparations Required	
<i>Express Yourself</i> Song	
<i>Express Yourself</i> Handout	
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.01: Demonstrate the ability to be a friend. (DOK Level-2)	
SE.2.B.01: Identify similarities and differences among students within the school community. (DOK Level-2)	
SE.2.C.01: Express feelings effectively, both verbally and non-verbally. (DOK Level-2)	
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 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 and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify & apply practices that preserve and enhance the safety and health of self and

	others
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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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is it important to be accepted by others?

Unit Measurable Learning Objectives:

<p>The student will demonstrate at least four friendship skills.</p> <p>The student will name three differences and three similarities among his/her peers.</p> <p>The student will determine an appropriate way to express six feelings.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Drill & Practice; Compare & Contrast; Demonstrations; Guided & Shared-reading, listening, viewing, thinking)</p> <p><input type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential (Simulations; Games)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming; Peer Partner Learning; Problem Solving)</p>
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Unit Summative Assessment (acceptable evidence):

<p>Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Students will demonstrate various friendship skills with a partner.</p> <p>Students will name ways they are alike and different from their peers.</p> <p>Students will express their feelings appropriately through class discussion and a handout.</p>
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Brief Summary of Unit:

<p>Students will practice friendship skills with one another. Students will discuss how they are the same and different from others at school. Students will be expressing their feelings in appropriate ways.</p>
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Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

<p>Students will have to have a basic understanding of friends. Students will need to be able to identify a variety of feelings.</p>
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Unit 1 Title: Elementary Interactions	
Lesson Title: Friendship Line Dancing	Lesson 1 of 3
Grade Level: 1	
Length of Lesson: 20-30 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.01: Demonstrate the ability to be a friend.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

One puppet Enough space for students to stand in two lines facing each other

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will demonstrate at least four friendship skills.

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.

Students will demonstrate various friendship skills with a partner.

Lesson Preparation

Essential Questions: Why do you need friends?

Engagement (Hook):

Counselor asks puppet why he is feeling bad. Puppet says that he is down because he is having difficulty keeping friends. Counselor lets puppet know that he’s in luck because today we are going to be practicing ways of keeping friends.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor divides the students into two groups and asks them to form two lines that will face each other.	1. Students stand up and form two lines facing each other.
2. Counselor states “I would like the people in the left line to shake hands and say “Hi, my name is _____?” to the person across from them in the right line.	2. Students in the left line would shake hands and talk to the students in the right line.
3. Counselor has the person in the right line say and do the same thing to the people in the left line.	3. Students in the right line would shake hands and talk to the students in the left lane.
4. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor asks the person in the left line to say ‘How are you today?’ with a smile. The person from the right line answers the question.	4. Students in the left lane slide one person to the right. Left line students ask the right line students the question of how they are today.
5. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor has the person on the right pat the person on the left on the back and say, “Are you okay?” The person from the left side answers the question.	5. Students in the left lane slide one person to the right. Right line students ask the left line students if they are okay and pat them on the back.

<p>6. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. The person on the left line asks the person on the right line, “Would you like to play with us?” The person on the right line says yes.</p> <p>7. Counselor has students in the left line move to the end of the line and everyone in the left line moves to the right. The person in the right line asks the person in the left line “May I please borrow your markers?” Students in the left line say “yes”.</p> <p>8. If time permits, counselor can continue having the students practice various other friendship skills in the line.</p> <p>9. Counselor then states that today we learned that good friends introduce themselves to others, asks how they are doing, invites them to play, and shares with them.</p>	<p>6. Students in the left lane slide one person to the right. Left line students ask the right line students if they would like to play with them. The students in the right line respond yes.</p> <p>7. Students in the left lane slide one person to the right. Right line students ask the right line students if they can borrow the person on the right line’s markers. Students in the left line respond affirmatively.</p> <p>8. Students participate.</p> <p>9. Students listen.</p>
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Teacher Follow-Up Activities

Teacher will continue doing friendship activities with class and reminding them of the friendship skills when students seem to be having problems keeping their friends.

Counselor reflection notes (completed after the lesson)

Unit 1 Title:	Elementary Interactions		
Lesson Title:	Same and Different	Lesson	2 of 3
Grade Level:	1		
Length of Lesson:	20-30 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.B.01: Identify similarities and differences among students within the school community.			
American School Counselor Association (ASCA) Mindsets and Behaviors:			
Social/Emotional Development			

Materials (include activity sheets and/ or supporting resources)

SMART Board, white board, or chart paper and appropriate writing utensils

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
X		Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
		Goal 3: Recognize and solve problems
		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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name three differences and three similarities among his/her peers.

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.
 Students will name ways they are alike and different from their peers.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor has class do a song regarding similarities and differences to the tune of “If You’re Happy”.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor has the class form a circle sitting on the carpet. The counselor says that they are going to do an activity that goes to the tune of “If You’re Happy and You Know It”.</p> <p>Counselor is going to say, “If you’re 6 years old and you know it, clap your hands. If you’re 6 years old and you know it, clap your hands. If you’re 6 years old and you know it and your birth certificate shows it, if you’re six years old and you know it clap your hands. If you’re in first grade and you know it stomp your feet, if you’re in first grade and you know it stomp your feet, if you’re in first grade and you know it and your teacher really shows it, if you’re in first grade and you know it stomp your feet. If you have blonde hair and you know it jump up and down, if you have blonde hair and you know it jump up and down, if you have blonde hair and you know it and people always stare, if you have blonde hair and you know it jump up and down. If you’re wearing blue today wave your hand, if you’re wearing blue today wave your hand, if you’re wearing blue today and you only have nice things to say, if you’re wearing blue today wave your hand. If you like to read and you know it, blink your eyes if you like to read and you know it, blink your eyes, if you like to read and you know it and you do so with some</p>	<p>1. Class forms a circle and students participate in what the song says if that quality applies to them.</p>

<p>speed, if you like to read blink your eyes.”</p> <p>2. Counselor asks the students if all of the parts of the song fit all of us. “Which parts of the song did you notice did not fit everyone (i.e. hair color, clothing)? The parts of the song that fit all of us were the ways we are the same. The parts of the song that did not fit all of us were the ways we are different. Even though we are not the same in every way can we still be friends? Can we still have fun together?”</p> <p>3. Counselor writes the words “same” and “different” on the white board. Counselor asks students to name ways we are the same and the ways that we are different. Counselor writes these ideas on the board.</p> <p>4. Counselor concludes the lesson by reiterating that although we have similarities and differences, we can still get along with each other.</p>	<p>2. Students will answer questions that the counselor asks regarding similarities and differences based on the song.</p> <p>3. Students name ways that they are the same and different.</p> <p>4. Students share final thoughts.</p>
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Teacher Follow-Up Activities

Teacher continues to remind students that although people are different they can still get along.

Counselor reflection notes (completed after the lesson)

Unit 1 Title: Elementary Interactions
Lesson Title: Express Yourself! Lesson 3 of 3
Grade Level: 1
Length of Lesson: 30 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.C.01: Express feelings effectively, both verbally and non-verbally.
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

<i>Express Yourself</i> Song
<i>Express Yourself</i> Handout

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will determine an appropriate way to express six feelings.

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.

Students will express their feelings appropriately through class discussion and a handout.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook): Counselor will hook the students by having them in the circle singing the “Express Yourself” song to the tune of “London Bridges” and acting out the motions.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will have the students form a circle standing up around the carpet.	1. Students will form a circle standing up around the carpet.
2. Counselor will introduce the students to the song by letting them know it is sung to the tune of “London Bridge” and let them know that they will not only be singing but also using hand motions. The counselor will sing the first verse to the song “Express Yourself” and do the hand motions. The counselor will ask the class to repeat after her. The counselor will sing the 2 nd verse and have the class repeat after her. The counselor will continue singing each verse and having the students repeat after her.	2. Students will repeat each verse after the counselor and do the appropriate hand motions.
3. The counselor will then ask the students to go back to their desk/table and get out a pencil	3. Students will leave the circle and go back to their desk.
4. Counselor will hand each student the “Express Yourself Handout”. Once each student has the worksheet, the counselor will read the directions with the class.	4. Student will receive handout and start working on it based on the directions.
5. Counselor will recap with students the importance of releasing their feelings in good ways that don’t hurt	5. Students share final thoughts.

themselves/others.	
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Teacher Follow-Up Activities

Teacher will follow up with students when she sees them having difficulty expressing their feelings.
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Counselor reflection notes (completed after the lesson)

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Express Yourself Song

Written by Annie Moffatt

(Sung to the tune of "London Bridges Falling Down")

When I feel sad I write in a journal, write in a journal, write in a journal, when I feel sad I write in a journal; whenever I feel sad.
(Counselor and students pretend like they're writing in air)

When I feel happy, I like to smile, I like to smile, I like to smile, when I feel happy I like to smile; whenever I feel happy.
(Counselor and students put a big smile on their faces)

When I feel worried, I think good thoughts, I think good thoughts, I think good thoughts, when I feel worried, I think good thoughts; whenever I feel worried.
(Counselor and students point to their temple on their head)

When I feel proud, I pat myself on the back, pat myself on the back, pat myself on the back, when I feel proud I pat myself on the back; whenever I feel proud.
(Counselor and students pat themselves on their own backs)

When I feel mad, I count to 10, count to 10, count to 10, when I feel mad, I count to 10; whenever I feel mad.
(Counselor and students count to 10 with their hands)

When I feel loved, I give good hugs, give good hugs, give good hugs, when I feel loved, I give good hugs; whenever I feel loved.
(Counselor and students give themselves their own personal hug)

Express Yourself Handout

Please circle the best way to express yourself for each feeling



If you're feeling mad, you should or Count to 10 1,2,3,4,5,6,7,8,9,10



If you're feeling loved, you should or



If you're feeling sad, you should or



If you're feeling happy, you should or

Smile

Laugh in class



If you're feeling worried, you should or

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Elementary Interactions Students will practice friendship skills with one another. Students will discuss how they are the same and different from others at school. Students will be expressing their feelings in appropriate ways.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why is it important to fit in?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will demonstrate at least four friendship skills.		SE.2.A.01: Demonstrate the ability to be a friend.		RF.1.2 W.1.8 SL.1.1 SL.1.6 L.1.1	SE	Level 2
		SE.2.B.01: Identify similarities and differences among students within the school community.		Level 2		
		SE.2.C.01: Express feelings effectively, both verbally and non-verbally.		Level 2		
2. The student will name three differences and three similarities among his/her peers.		SE.2.A.01 SE.2.B.01 SE.2.C.01		RF.1.2 W.1.8 SL.1.1	SE	Level 2 Level 2 Level 2

				SL.1.6 L.1.1		
3. The student will determine an appropriate way to express six feelings.		SE.2.A.01 SE.2.B.01 SE.2.C.01		RF.1.2 W.1.8 SL.1.1 SL.1.6 L.1.1	SE	Level 2 Level 2 Level 2
ASSESSMENT DESCRIPTIONS*: Students will demonstrate various friendship skills with a partner. Students will name ways they are alike and different from their peers. Students will express their feelings appropriately through class discussion and a handout.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson # 1: Friendship Line Dancing Lesson # 2: Same and Different Lesson # 3: Express Yourself!					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson # 1: Friendship Line Dancing Lesson # 2: Same and Different Lesson # 3: Express Yourself!					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input checked="" type="checkbox"/> Drill & Practice Ls. 3 <input checked="" type="checkbox"/> Compare & Contrast Ls. 2 <input type="checkbox"/> Didactic Questions	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 1 <input checked="" type="checkbox"/> Games Ls. 2 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2 <input checked="" type="checkbox"/> Peer Partner Learning Ls. 1 <input type="checkbox"/> Discussion	

	<input checked="" type="checkbox"/> Demonstrations Ls.1, 3 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 2, 3	<input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 2 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

Unit1 Title: Individual and Group Differences	Grade Level: 2
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Prior to winter vacation	
Lesson Titles:	
Lesson 1: Acting Out Respect and Compromise	
Materials/Special Preparations Required	
2 puppets, chalk, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks	
Dry erase board or SMART Board	
Lesson 2: Family Traditions	
Materials/Special Preparations Required	
Song about traditions	
<i>Family Traditions</i> handout	
Symbol, picture, or story regarding family traditions	
Lesson 3: Be a Problem Solving Star	
Materials/Special Preparations Required	
STAR Problem Solving Steps handouts	
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.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend. (DOK Level-4)	
SE.2.B.02: Identify similarities and differences among families and their traditions. (DOK Level 2)	
SE.2.C.02: Identify the steps of solving problems and conflicts with others. (DOK Level 1)	
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 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and

	<p>audiences.</p> <p>2. Review and revise communications to improve accuracy and clarity</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>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p>
	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	1. Speaking and writing standard English 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 Question

How do people work through conflict?

Unit Measurable Learning Objectives:

The student will use a puppet to demonstrate at least one friendship skill.
 The student will identify one personal family tradition.
 The student will utilize the STAR problem solving to solve at least one scenario.

Unit Instructional Strategies/Instructional Activities:

Direct (Explicit Teaching; Guided & Shared)
 Indirect
 Experiential (Role-playing)
 Independent Study (Learning Activity)
 Interactive Instruction (Role-playing; Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

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

Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.

Brief Summary of Unit:

Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method.

Students will learn about their family traditions.

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

The students will need to know how to be a friend.

The students will need to be familiar with similarities and differences.

Students having knowledge about feelings would be helpful.

Unit 1 Title: Individual and Group Differences	
Lesson Title: Acting Out Respect and Compromise	Lesson 1 of 3
Grade Level: 2	Length of Lesson: 30- 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.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

2 puppets, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks Dry erase board or SMART Board

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use a puppet to demonstrate at least one friendship skill.

Lesson Formative Assessment (acceptable evidence):

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

Students will demonstrate friendship skills by using the puppets.

Lesson Preparation

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

Engagement (Hook): Begin the lesson by using two puppets to illustrate inappropriate ways of interacting with others, such as, shoving, shouting, pushing, and not sharing. Ask students if they would like to play with these “friends,” and if not, why not?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Using the puppets, ask students: What are some ways that we show others that we want to be their friend? 	<ol style="list-style-type: none"> Students respond with answers such as, we share, listen, keep secrets, no fighting, and kind to each other.
<ol style="list-style-type: none"> Write responses on the board. 	<ol style="list-style-type: none"> Students review the responses.
<ol style="list-style-type: none"> Ahead of time, make a puppet using the paper bag, yarn, and markers. <ol style="list-style-type: none"> Give each student a bag and yarn. Students get out their markers and glue (for the yarn) to complete the puppets. 	<ol style="list-style-type: none"> Students use the brown paper lunch bags to make puppets to practice friendship skills.
<ol style="list-style-type: none"> The instructor divides the students into pairs and gives them the following situations to act out with their partner. <ol style="list-style-type: none"> Name your puppet and introduce your puppet to your partner’s puppet. Tell your partner puppet something you like to do. Tell your partner about your family. Make up your own idea. 	<ol style="list-style-type: none"> Students practice friendship skills with their partner’s puppet.

Teacher Follow-Up Activities

The teacher encourages students to use appropriate friendship skills at all times.

Counselor reflection notes (completed after the lesson)

<p>Unit 1 Title: Individual and Group Differences</p> <p>Lesson Title: Family Traditions Lesson 2 of 3</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 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.B.02: Identify similarities and differences among families and their traditions.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

A symbol, picture or story regarding family traditions (e.g. a pickle ornament that is hidden on the tree each year; a dreidel that is used to play the “dreidel game” on the first night of Hanukah, or a kinara that holds the red, green, and black candles of Kwanzaa each year).

Family Tradition Activity Sheets

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

X	Goal 1: Gather, analyze and apply information and ideas 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
	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 1. Speaking and writing standard English 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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one personal family tradition.

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.

Students will discuss the school and family traditions that he/she takes part in.

Student will complete *Family Tradition* worksheet accurately.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor will show and, as appropriate, pass around the symbol(s) of a family tradition he or she brought to the class.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After all students have had a chance to look at the symbol(s), the counselor will ask students to hypothesize about the meaning of the chosen symbol(s). When students have had an opportunity to make a number of guesses, the counselor will tell students the story of the meaning of the symbol(s) in his or her family. 2. Counselor will ask students to explain what tradition means and then help define it for them (i.e. custom, ritual, habit, practice). Counselor will ask the students to name traditions that happen in their school. 3. Counselor will share with students some traditions in which his or her family participates in. 4. Counselor will ask students to think of some traditions that exist in his or her family. Counselor will then get students to 	<ol style="list-style-type: none"> 1. Students will offer their ideas about the meaning of the symbol. 2. Students will raise their hands and share what they think tradition means. Students will also share what traditions that they see in their school. 3. Students will share traditions that exist in their family. 4. Students will share traditions that their family participates in. Students' will then focus on what traditions their family has

<p>focus on some family traditions that they have during the winter. Counselor will then discuss Ramadan, Christmas, Hanukkah, and Kwanzaa. Some families based on their religious beliefs do not participate in any celebrations during the winter months, which is their tradition.</p> <p>5. Counselor will hand out <i>Family Traditions</i> worksheets and go over the directions with the students.</p>	<p>during the winter.</p> <p>5. Students will cut out pictures and paste them under the appropriate heading.</p>
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Teacher Follow-Up Activities

Teacher may do a writing activity with the students using Family Traditions as a prompt.

Counselor reflection notes (completed after the lesson)

FAMILY TRADITIONS

Different families have different traditions. Some families traditionally celebrate one of the following holidays during the winter months.

KWANZAA

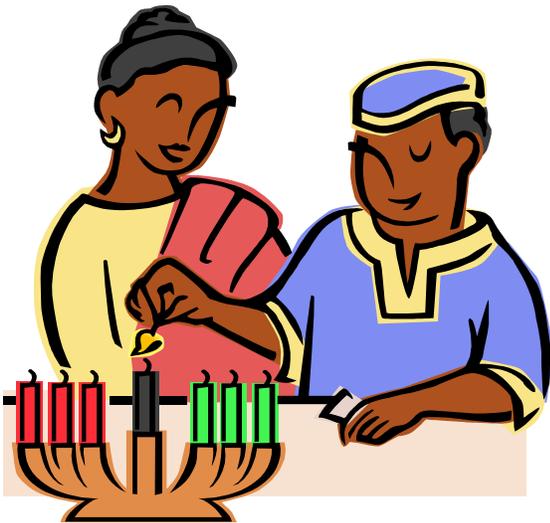
HANUKKAH

RAMADAN

CHRISTMAS

ONE OF MY FAMILY'S TRADITION S:

PLEASE CUT THESE PICTURES OUT BELOW AND PASTE THEM UNDER THE APPROPRIATE HOLIDAY.



<p>Unit 1 Title: Individual and Group Differences</p> <p>Lesson Title: Be a Problem Solving Star Lesson 3 of 3</p> <p>Grade Level: 2</p> <p>Length of Lesson: 20-30 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.C.02: Identify the steps of solving problems and conflicts with others.</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) STAR problem solving steps handouts</p>
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Show Me Standards: Performance Goals (check one or more that apply)	
	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
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
	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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)					
	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

<p>Lesson Measurable Learning Objectives: The student will utilize the STAR problem solving to solve at least one scenario.</p>
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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.

Students will use STAR to solve scenarios based on common problems in the classroom.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem solving using the STAR steps.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is. What do you do with a math problem?	1. Students respond that it is a math problem and you answer it or solve it.
2. Counselor selects a student to come up and solve the math problem.	2. A student volunteer solves the math problem.
3. Counselor introduces the STAR steps for problem solving, giving each student a copy of the handout. Counselor talks about each of the items and elaborates. <ul style="list-style-type: none"> • S = Stop, when you have a problem you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • T = Think, take time to think about possibilities, and what could happen with each one. • A = Act, take the action you think is best for the situation. • R = Review, think about the choice you made, look it over and if you don't like the way it turned out go back and think again. 	3. Students look at the handout as the counselor explains the problem solving steps.
4. Counselor demonstrates how to use the STAR problem solving steps to solve the math problem on the board, and then tells	4. Students listen and ask questions for clarity.

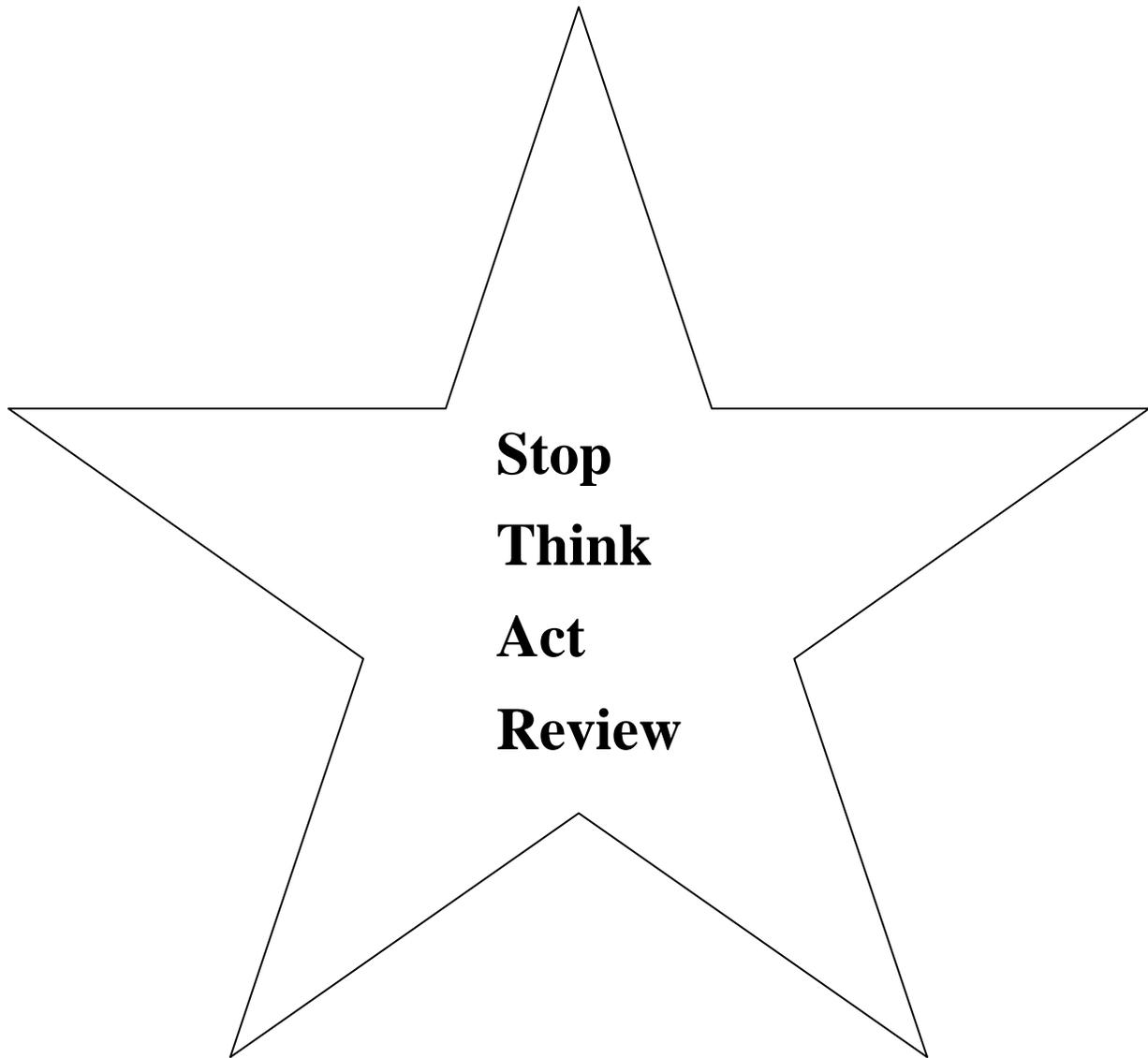
<p>students that these same steps can be used to solve other problems we face every day.</p> <p>5. Counselor gives an example of a problem, such as not being able to find a pencil, and takes the class through the STAR process to solve the problem, asking students for input along the way.</p> <p>6. Counselor names other common problems such as forgotten lunch money or homework, etc. and has students participate in discussing how STAR can help solve the problems.</p> <p>7. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.</p> <p>8. Counselor asks students to name other common conflicts, and then has students practice using STAR to solve the problems they have named.</p>	<p>5. Students participate in deciding what to do for each of the STAR steps.</p> <p>6. Students actively participate in using STAR to solve common problems.</p> <p>7. Students offer ideas and participate.</p> <p>8. Students as a group or in small groups practice using STAR to solve problems.</p>

Teacher Follow-Up Activities

Teacher posts STAR problem solving steps in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

Be a Problem Solving STAR



COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Individual and Group Differences Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method. Students will learn about their family traditions.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How do people work through conflict?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will use a puppet to demonstrate at least one friendship skill.		SE.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend		W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6	SE	Level 4
		SE.2.B.02: Identify similarities and differences among families and their traditions.				Level 2
		SE.2.C.02: Identify the steps of solving problems and conflicts with others.				Level 1
2. The student will identify one personal family tradition.		SE.2.A.02: SE.2.B.02:		W.2.8 SL.2.1	SE	Level 4 Level 2

		SE.2.C.02:		SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6		Level 1
3. The student will utilize the STAR problem solving to solve at least one scenario.		SE.2.A.02: SE.2.B.02: SE.2.C.02:		W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6	SE	Level 4 Level 2 Level 1
ASSESSMENT DESCRIPTIONS*: Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson # 1: Acting Out Respect and Compromise Lesson # 2: Family Traditions Lesson # 3: Be a Problem Solving Star					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson # 1: Acting Out Respect and Compromise Lesson # 2: Family Traditions Lesson # 3: Be a Problem Solving Star					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching Ls. 3	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 3 <input type="checkbox"/> Peer Partner Learning	

<input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 2	<input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 1 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Ls. 2 Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input checked="" type="checkbox"/> Discussion Ls. 2 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 3 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

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

<p>Unit 1 Title: Respecting Individual and Group Differences</p> <p>Lesson Title: Celebrate Your Culture Lesson 1 of 4</p> <p>Grade Level: 3</p> <p>Length of Lesson: 20-30 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.B.03: Recognize and respect the differences between personal culture and other cultures.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Drawing paper or poster board Drawing materials for optional activity</p>
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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
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	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	

Enduring Life Skill(s)

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

Lesson 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.

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.
 Students will identify their own culture’s customs and those of others.

Lesson Preparation

Essential Questions: What happens when people respect differences in others?

Engagement (Hook): Counselor mentions a recent celebration in his/her family and their special customs for the event. Present photos and/or other artifacts of the event.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor begins by telling the class about a recent celebration event in his/her family (wedding, anniversary, birthday, holiday, etc.) and shares a special family custom for the event, such as the birthday person eating from a special plate, or a special food that is served for the occasion.	1. Students listen.
2. The counselor asks students to share some special occasions/events observed by their families/neighborhoods, and special activities/traditions connected with the event (wedding customs, etc.).	2. Students volunteer to tell about special occasions/events and customs.
3. The counselor leads a discussion including the various customs, and relates them as part of the students’ family culture.	3. Students participate in discussion.
4. Counselor expands the discussion to include community, state, and/or national events and customs (fireworks on Independence Day, turkey for Thanksgiving, etc.).	4. Students continue to participate in discussion.
5. Optional activity: Have students draw a picture of a special event in their family culture and one from the culture of the	5. (Optional) Students will draw and display a picture of a special event in their culture and their country or community.

community or country, then share with the class or display in hallway or on a bulletin board.	
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Teacher Follow-Up Activities

Teacher will display student drawings or posters, and throughout the year will relate various celebrations and events to culture.

Counselor reflection notes (completed after the lesson)

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<p>Unit 1 Title: Respecting Individual and Group Differences</p> <p>Lesson Title: Communicating with <i>I-Messages</i>, Part 1 Lesson 2 of 4</p> <p>Grade Level: 3</p> <p>Length of Lesson: 10-15 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.03: Identify the interpersonal skills necessary to build 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>2 Puppets Script for a negative scenario Script for a positive scenario using I-Messages</p>
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Show Me Standards: Performance Goals (check one or more that apply)	
<input type="checkbox"/>	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
<input type="checkbox"/>	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
<input type="checkbox"/>	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem
<input type="checkbox"/>	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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)					
<input type="checkbox"/>	Perseverance	<input type="checkbox"/>	Integrity	X	Problem Solving
<input type="checkbox"/>	Courage	<input type="checkbox"/>	Compassion	<input type="checkbox"/>	Tolerance
X	Respect	<input type="checkbox"/>	Goal Setting	<input type="checkbox"/>	

Lesson Measurable Learning Objectives:

The student will determine one positive or one negative response for at least three friendship interactions.

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.

Students will participate in a discussion and give a positive or negative visual response to each scenario.

Lesson Preparation

Essential Questions: What does a quality (positive) relationship look like?

Engagement (Hook): Puppet dialogue illustrating negative communication between friends (see scripts, page 4)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor begins with puppet dialogue hook depicting an argument typical of the age/grade (see script of negative scenario).	1. Students watch negative puppet scenario.
2. Counselor asks students to describe what happened in the scenario.	2. Students talk about the dialogue they watched.
3. Counselor asks what will probably happen next, and whether the friendship can be saved.	3. Students offer ideas and discuss whether this friendship can be saved.
4. Counselor asks what could have been done differently to prevent losing a friend.	4. Students offer at least 3 ideas (have all other students give thumbs up or thumb down for positive and negative actions).
5. Counselor presents a new puppet dialogue between the same friends demonstrating the use of <i>I-Messages</i> .	5. Students watch scenario.
6. Counselor asks students to describe why the second scenario had a more positive outcome.	6. Students discuss.
7. Counselor points out the use of <i>I-Messages</i> in the second dialogue and tells the students about <i>I-Messages</i> .	7. Students listen.

8. Counselor ends the lesson by telling students that next time they will learn more about <i>I-Messages</i> .	8. Students listen.
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Teacher Follow-Up Activities

Teacher models and encourages the use of *I-Messages* during the next week.

Counselor reflection notes (completed after the lesson)

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Scripts: Negative and Positive Scenarios

Scenario 1 – Negative interaction

This scenario is a puppet dialogue of an argument between two friends, Amy and Mary.

Amy: You invited Shelly to your house. That's not fair. I invited you over last week.

Mary: So what? I can do what I want!

Amy: You're supposed to be my friend, so why didn't you invite me?

Mary: I wanted to play with somebody different.

Amy: I hate you!

Scenario 2 – Positive interaction using *I-Messages*

This scenario is similar to the first one, but is more positive and demonstrates the use of *I-Messages*

Amy: I felt angry when you invited Shelly to your house because you didn't invite me.

Mary: I didn't mean to make you feel angry. I found out Shelly collects butterflies and I wanted to show her my mom's butterfly collection.

Amy: We've been friends a long time. I felt left out when you didn't invite me, too.

Mary: I still think of you as my best friend, but I want to make new friends, too.

Amy: OK. It makes me feel better to know we're still friends.

<p>Unit 1 Title: Respecting Individual and Group Differences</p> <p>Lesson Title: Communicating with <i>I-Messages</i>, Part 2 Lesson 3 of 4</p> <p>Grade Level: 3</p> <p>Length of Lesson: 20-30 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.03: Identify the interpersonal skills necessary to build 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) “I Messages” information sheet</p>

Show Me Standards: Performance Goals (check one or more that apply)	
<input type="checkbox"/>	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
<input type="checkbox"/>	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
<input type="checkbox"/>	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem
<input type="checkbox"/>	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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)					
<input type="checkbox"/>	Perseverance	<input type="checkbox"/>	Integrity	X	Problem Solving
<input type="checkbox"/>	Courage	<input type="checkbox"/>	Compassion	<input type="checkbox"/>	Tolerance
X	Respect	<input type="checkbox"/>	Goal Setting	<input type="checkbox"/>	

Lesson Measurable Learning Objectives:

The student will demonstrate the use of *I-Messages* for at least three social situations.

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.
 Students are able to use *I-Messages* and tell how they can be applied to everyday situations.

Lesson Preparation

Essential Questions: What happens when someone doesn't talk about their feelings?

Engagement (Hook): Remind students of previous lesson involving puppets. Tell students that in this lesson they will learn more about how they can use *I-Messages* to convey their feelings to others.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor reminds students of previous lesson and briefly reviews what they did.	1. Students listen and add ideas.
2. Counselor talks about <i>I-Messages</i> and tells students how they can let others know their feelings.	2. Students listen.
3. Counselor distributes copies of <i>I-Message</i> handouts to students. Students take turns helping to read the handout.	3. Students volunteer to read portions aloud
4. Counselor and students brainstorm situations where <i>I-Messages</i> could be useful in communicating with others. A list is developed on white board/ chalkboard/ or chart paper.	4. Students participate in brainstorming activity.
5. Counselor directs students to pair up and practice using <i>I-Messages</i> with some of the situations from the list they developed.	5. Students pair up and each pair selects a situation from the list to use for practice in using <i>I-Messages</i> .
6. Counselor asks students to share what happened during their practice and how this can be applied to everyday life.	6. Students participate in discussion.

Teacher Follow-Up Activities

Teacher models and encourages the use of *I-Messages*.

Counselor reflection notes (completed after the lesson)

I-Messages

When communicating with others, it is important to be honest in what you say. It is also important to say things in a way that get your message across without sounding mean, hurtful, or accusing. I-Messages are one good way to do this.

I-Messages show that you:

- Own your feelings
- Own your opinions
- Are honest in your expressions

When using I-Messages you speak from your own point of view. Using “I” instead of “we,” “you,” or “they” takes ownership of the feelings and opinions you are trying to express to others. For example, saying, “*You spoiled everything when you told the class I won the trophy last weekend,*” sounds like someone is accusing or blaming. Using I-Messages instead would sound more like this: “*When you told everyone my exciting news, I felt cheated because I wanted to tell them myself.*”

I-Messages can be used anywhere: at school and at home, with friends and with family.

Unit #1 Title: Respecting Individual and Group Differences	
Lesson Title: Be a Problem Solving Star	Lesson 4 of 4
Grade Level: 3	Length of Lesson: 20-30 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.C.03: Apply the steps of solving problems and conflicts with others	
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Copy of *STAR Problem Solving Steps* for each student

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

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
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
	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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will work in a small group to demonstrate the use of the *STAR Problem Solving Steps* to solve at least one common problem in the classroom.

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.

Students will demonstrate the use of the *STAR Problem Solving Steps* to solve common problems in the classroom.

Lesson Preparation

Essential Questions: What happens when someone doesn't take responsibility for their own behavior?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem solving using the *STAR Problem Solving Steps*.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is, and then asks, "What do you do with a math problem?"</p>	<p>1. Students respond that it is a math problem, and you answer it or solve it.</p>
<p>2. Counselor selects a student to come up and solve the math problem.</p>	<p>2. A student volunteer solves the math problem.</p>
<p>3. Counselor introduces the <i>STAR Problem Solving Steps</i> for problem solving, giving each student a copy of the information sheet. Counselor talks about each of the items and elaborates.</p> <ul style="list-style-type: none"> • S = Stop. When you have a problem, you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • T = Think. Take time to think about possibilities, and what could happen with each one. • A = ACT. Take the action you think is best for the situation. • R = Review. Think about the choice you made, look it over and if you don't like the way it turned out, go back and think again. 	<p>3. Students look at the <i>STAR Problem Solving Steps</i> information sheet as the counselor explains the problem solving steps.</p>
<p>4. Counselor demonstrates how to use the</p>	<p>4. Students listen and ask questions for clarity.</p>

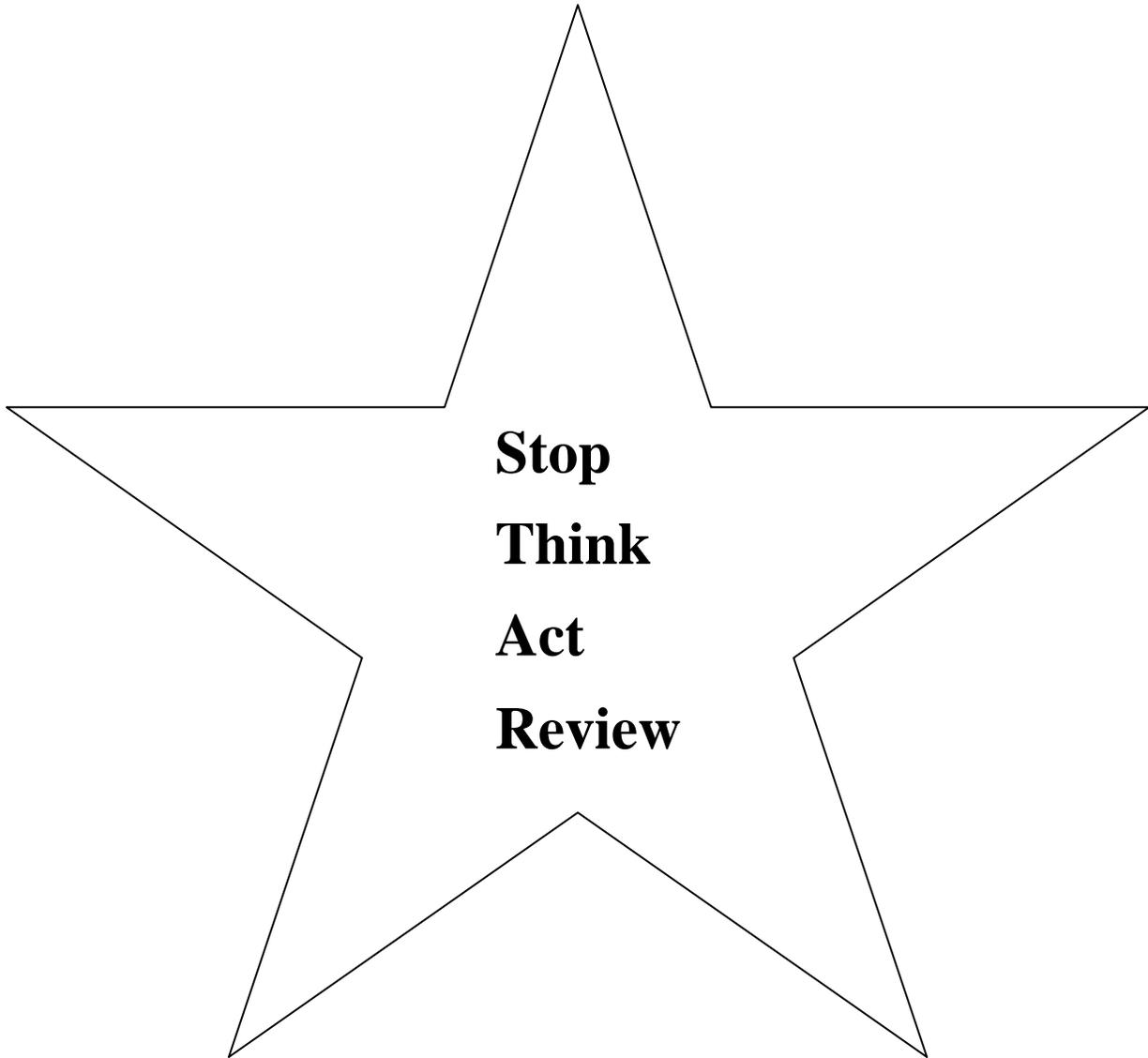
<p><i>STAR Problem Solving Steps</i> to solve the math problem on the board, and then tells students that these same steps can be used to solve other types of problems we face every day.</p> <p>5. Counselor names a common conflict such as someone cutting in line, and leads them through using the <i>STAR</i> process to solve the problem.</p> <p>6. Counselor asks students to name other common conflicts, and then has students divide into pairs or small groups to practice using <i>STAR</i> to solve the problems they have named.</p>	<p>5. Students participate in deciding what to do for each of the <i>STAR</i> steps.</p> <p>6. Students, as a pair or in small groups, practice using <i>STAR</i> to solve problems.</p>
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Teacher Follow-Up Activities

Teacher posts *STAR Problem Solving Steps* in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

Be a Problem Solving STAR



COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: Respecting Individual and Group Differences 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.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 20 - 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: Is it important to fit in to a group? Why or why not?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. 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.</p>		<p>SE.2.A.03: Identify the interpersonal skills necessary to build quality relationships.</p>		<p>SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6</p>	<p>SE</p>	<p>Level 2</p>
		<p>SE.2.B.03: Recognize and respect the differences between personal culture and other cultures.</p>		<p>Level 2</p>		
		<p>SE.2.C.03: Apply the steps of solving problems and conflicts with others.</p>		<p>Level 3</p>		

2. The student will determine one positive and one negative response for at least three friendship interactions.		SE.2.A.03 SE.2.B.03 SE.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	SE	Level 2 Level 2 Level 3
3. The student will demonstrate the use of I-Messages for at least three social situations.		SE.2.A.03 SE.2.B.03 SE.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	SE	Level 2 Level 2 Level 3
4. The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.		SE.2.A.03 SE.2.B.03 SE.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	SE	Level 2 Level 2 Level 3

ASSESSMENT DESCRIPTIONS*:
 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.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Celebrate Your Culture Lesson 2 Communicating with I-Messages, Part 1 Lesson 3 Communicating with I-Messages, Part 2 Lesson 4 Be a Problem Solving Star

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 Celebrate Your Culture Lesson 2 Communicating with I-Messages, Part 1 Lesson 3 Communicating with I-Messages, Part 2 Lesson 4 Be a Problem Solving Star				
	<u>Direct:</u> Structured Overview Lecture Ls. 3 Explicit Teaching Ls. 2, 4 Drill & Practice Ls. 2 Compare & Contrast Ls. 3 Didactic Questions Demonstrations Ls. 4 Guided & Shared - reading, listening, viewing, thinking Ls. 1, 3	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving Ls. 4 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls. 2 <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls. 4 <input type="checkbox"/> Storytelling <input checked="" type="checkbox"/> Focused Imaging Ls. 3 <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 2 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1, 2 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2, 4 <input checked="" type="checkbox"/> Peer Partner Learning Ls. 2, 4 <input checked="" type="checkbox"/> Discussion Ls. 1, 3 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning Ls. 4 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 4 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p>					

Unit 1 Title: What Does it Take to Get Along With Others?

Grade Level: 4

Number of Lessons in Unit: 6

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What Does Respect Look Like in School?

Materials/Special Preparations Required:

Respect: Is It Worth It For Me? worksheet

Pencils (one per student)

Lesson 2: What Does Respect Look Like at Home?

Materials/Special Preparations required:

Respect Within the Family – Report Card worksheet

Pencils (one per student)

Lesson 3: Respect for All Kinds of People Inside and Outside the School

Materials/Special Preparations Required:

The Untangle Game

Diversity Puzzle handout

Light Colored Crayons (optional)

Embracing Diversity: The CARE Poster:

Collaboration, Acceptance, Respect, and Empathy

Lesson 4: Similar and Different

Materials/Special Preparations required:

SMART Board or chart paper for Venn Diagram

Embracing Diversity: The CARE Poster:

Collaboration, Acceptance, Respect, and Empathy

SMART Board or chart paper for Abraham Maslow's Hierarchy of Needs for Kids

Venn diagram handout for students to work in pairs comparing each other (optional).

Lesson 5: Talk it Over and Work It Out: Compromise!

Materials/Special Preparations Required

STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)

Typical Scenarios of Childhood Conflict in School

Lesson 6: Tic Tac Toe, Get Off My Toes

Materials/Special Preparations required:

STAR Steps to Solving Conflict Poster

A Tic Tac Toe floor game: On an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the Tic Tac Toe game squares – 1 ½' by 1 ½'. On the side, out of construction paper, make nine X's and nine O's signs for

places to hold as needed (lamineate them for future use).
Case scenarios for “Tic Tac Toe, Get Off My Toes”

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.04: Demonstrate respect for others’ personal opinions and ideas. (DOK Level - 2)

SE.2.B.04: Recognize and respect diverse groups within the school and community. (DOK Level - 2)

SE.2.C.04: Identify and practice the skills used to compromise in a variety of situations. (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 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 1. Identify problems and define their scope and elements 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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 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	6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
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	

Unit Essential Questions:

Why is it important to respect differences?

Unit Measurable Learning Objectives:

- The student will self-assess 16 areas of respect at school by completing a self-report survey and write a plan for improvement.
- The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey and write a plan for improvement.
- The student will list 23 ways in which people are different on the diversity puzzle.
- The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.
- The student will use the STAR method to role play at least two conflict resolution scenarios in school.
- The student will find win-win compromise solutions to two problem scenarios in school.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Guided & Shared)
- Indirect (Problem-Solving)
- Experiential (Games; Surveys)
- Independent Study
- Interactive Instruction (Role-Playing; Brainstorming; 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.

The student will use the STAR steps in problem solving to resolve conflict scenarios.

Brief Summary of Unit: The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.

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

Students should be able to:

- Identify most verbal and nonverbal emotions
- Identify the behavioral consequences of those emotions
- Know a variety of social skills and manners

- Understand and apply basic steps to problem solving.

<p>Unit 1 Title: What Does it Take to Get Along With Others?</p> <p>Lesson Title: What Does Respect Look Like in School? Lesson 1 of 6</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 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 Expectations (GLE): SE.2.A.04: Demonstrate respect for others' personal opinions and ideas</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><i>Respect: Is It Worth It For Me?</i> worksheet Pencils (one per student)</p>
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<p>Show Me Standards: Performance Goals (check one or more that apply)</p>	
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>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 ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises</p> <p>6. Examine problems and propose solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses a problem</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>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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
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	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will self-assess on 16 areas of respect at school by completing a self-report survey.

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 student will complete the *Respect: Is It Worth It For Me?* self-assessment worksheet

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a human need?
- How important is it to respect others the way we need to be respected ourselves?
- What does a quality relationship looks like & how is it maintained?

Engagement (Hook):

Have students think of the most respectful person they can.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Ask students to conceptualize the meaning of the word respect. “What does the person you thought of do that demonstrates respect?” 2. Ask students to describe what respect looks like? <ul style="list-style-type: none"> • With your eyes • With your words • With your heart • With your actions. 3. Distribute <i>Respect: Is It Worth It For Me?</i> Worksheet and pencils (one per student). Instruct students to give only one answer per line and to be honest. 4. Instruct students to choose three items and write a plan for how they are going to improve in those areas. 	<ol style="list-style-type: none"> 1. Students listen attentively and answer the counselors’ questions, as appropriate. 2. Students respond. 3. Students place a folder in front of their survey for privacy and fill out the survey. 4. Students write plans for how to improve in those areas.

Teacher Follow-Up Activities

In subjects such as social studies and communication arts, teachers pinpoint to situations involving respect or disrespect, and promote group discussions including correctives if necessary.

Teachers praise bibliographical and historical characters that are respectable and respectful.

Teachers have a Good Manners table or corner in the classroom, designated to discuss and sort out situations involving disrespect.

Counselor reflection notes (completed after the lesson)

Name: _____ Date: _____ Grade: _____

Respect is the ability to recognize, appreciate, and celebrate your value and uniqueness and the value, uniqueness, and autonomy of others.

RESPECT: IS IT WORTH IT FOR ME?

Give only one answer per line. Be Honest!

RESPECT IN SCHOOL:	Regularly	Sometimes	Never
1. I follow the rules whether I like them or not.			
2. I follow teacher's directions because they are helpful.			
3. I respect authority. Authority figures have a hard job to do.			
4. I am punctual. I respect the time of others.			
5. I respect good hygiene: I bathe and brush my hair and teeth, and I wear clean clothes every day.			
6. I respect the truth and I tell the truth even if it gets me in trouble.			
7. I respect people's personal space.			
8. I know I can earn respect for myself by being polite, helpful, and considerate of others.			
9. I show respect for people's differences.			
10. I treat people how I want to be treated.			
11. I show consideration and compassion for people who are disabled or different from me.			
12. I help people who are mistreated.			
13. I remember that the best way to show respect is by observing good manners and by the way I act.			
14. I know that respect can be shown with my eyes. I avoid rolling my eyes or giving dirty looks to others.			
15. I can show respect with my heart, by appreciating and celebrating other people and creatures.			
16. I know one more way to show respect to myself and to others with the words I say.			

Choose three items above and write a plan for how you are going to improve these skills.

<p>Unit 1 Title: What Does it Take to Get Along With Others?</p> <p>Lesson Title: What Does Respect Look Like at Home? Lesson 2 of 6</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 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.04: Demonstrate respect for others' personal opinions and ideas</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Respect Within the Family – Report Card</i> worksheet Pencils (one per student)</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>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 ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises</p> <p>6. Examine problems and propose solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses a problem</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>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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

Academic Content Area(s)	Specific Skill(s)
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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
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	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will give at least two examples of respect and two examples of disrespect within the context family.
 The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey.

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 student will complete the *Respect Within the Family* self-assessment activity.

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a need within the family?
- How important is it to respect family members the way we need to be respected ourselves?
- What is the meaning and use of respect within the family?
- How could respect be maintained within the family?

Engagement (Hook):

Show a selected portion of a movie, such as “Cheaper by the Dozen”, from your school media website (such as United Streaming or YouTube) that illustrates positive family values.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Ask students to review the meaning of the word respect. 2. Show an appropriate portion of a movie that illustrates positive family values. 3. Ask students to describe what respect looks like within the family? <ul style="list-style-type: none"> • With the eyes • With words • With the heart • With actions. 4. Distribute the “Family Respect Report Card” and pencils (one of each per student). Instruct students to give only one answer per line and answer honestly. 5. Instruct students to choose three items and write a plan for how they are going to improve. 6. Lead students in discussing why respect is important within the family 	<ol style="list-style-type: none"> 1. Students listen attentively and follow the counselor’s directions, as appropriate. 2. Students watch the movie clip. 3. Students respond. 4. Students place a folder in front of their report for privacy. Students fill out the report – 1 answer per item. 5. Students write plans for how to improve. 6. Students participate in group discussions about the concept and importance of respect within the family.

Teacher Follow-Up Activities

Listen to students’ stories about family situations that may upset students. Promptly refer them to the school counselor if necessary.
 When classroom readings show situations where respect is compromised, promote a group discussion and brainstorm possible correctives.

Counselor reflection notes (completed after the lesson)

Name: _____ Date: _____ Grade: _____

“Giving and receiving respect is the greatest gift within our family.” Confucius

RESPECT WITHIN THE FAMILY – REPORT CARD

Give only one answer per line. Mark with an “X.” Be Honest!

RESPECT WITHIN THE FAMILY:	Regularly	Sometimes	Never
1) At home, we have family rules that everyone respects.			
2) I respect my parent’s authority whether it comes from mom or dad.			
3) I listen to my parents’ advice and directions. My family and I can get in trouble if I do not listen.			
4) I talk respectfully to my parents.			
5) The grown ups and the teenagers at my home respect the law and the authority figures.			
6) I leave my siblings alone when they need private time.			
7) I always ask for permission before using my relatives’ toys or belongings.			
8) My family respects my body by helping me stay healthy.			
9) I respect my bedtime, because it’s good for me to have a good night sleep.			
10) I am quiet when my relatives are sleeping or are sick, or even when they are studying for a test.			
11) I treat my relatives as if they were as important as I am. My relatives treat me the same way.			
12) I speak politely to all the people who live in my house, and I do not like to shout or hear cuss words.			
13) When I make a mistake, I show respect by accepting fault, instead of blaming someone else.			
14) I respect my relatives’ feelings and they respect my feelings as well. We show compassion to each other.			
15) I help with cleaning chores and I also pick up my room.			
16) Home is where I relax and have peace. My family avoids shouting arguments or fights for small stuff.			
TOTAL: Add each column			

Choose three items above and write a plan for how you are going to improve these skills.

Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Respect for All Kinds of People Inside and Outside the School **Lesson 3 of 6**

Grade Level: 4

Length of Lesson: 30 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.B.04: Recognize and respect diverse groups within the school and community.

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

Materials (include activity sheets and/ or supporting resources)

The Untangle Game Directions
Diversity Puzzle handout
 Light colored crayons (optional).
 A large CARE chart or a mini-poster as follows:
 EMBRACING DIVERSITY
 Collaboration
 Acceptance
 Respect, and
 Empathy.

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 1. Identify problems and define their scope and elements 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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives

	7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will list 23 ways in which people are different on the diversity puzzle.

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.
Students will list and describe ways that people are different.

Lesson Preparation

Essential Questions:
Why is it important to embrace human diversity?

Engagement (Hook):
THE UNTANGLE GAME (Directions attached at the end).

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Form groups of 8 to 10 students. Play <i>The Untangle Game</i>. After the first group has successfully finished, dissolve the groups. Ask debriefing questions. 	<ol style="list-style-type: none"> Students play <i>The Untangle Game</i>. Students respond.

<ol style="list-style-type: none"> 3. Introduce today’s lesson and review/teach vocabulary: Collaboration, empathy, trust, similarities, differences, stereotype, and antagonistic. 4. Distribute the <i>Diversity Puzzle</i> handout. Have students answer the questions in small groups. 5. A group discussion about diversity and respect follows. 6. Introduce/teach the acronym CARE as a way of dealing with diversity. Discuss as a group. 7. If time allows, have students color, decorate, and then cut their puzzle pieces. Provide a plastic bag to keep the pieces. 	<ol style="list-style-type: none"> 3. Students participate by listening attentively and reflecting and answering questions at the counselor’s prompt. 4. In small groups, students answer and solve the diversity puzzle. Each student completes a puzzle. 5. Students listen attentively and participate. 6. Students listen attentively and participate in the group discussion. 7. Students color and cut their puzzle pieces. Later, a mixer game may be conducted in which students circulate and place one of their puzzle pieces on other student’s puzzle.
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Teacher Follow-Up Activities

- Teacher assigns an essay related to diversity (could be a personal experience or reflections related to the *Diversity Puzzle*)
- The classroom has a Good Manners table for students to discuss and reflect issues pertaining to diversity.
- Teacher can go back and play the diversity puzzle again and again.

Counselor reflection notes (completed after the lesson)

THE UNTANGLE GAME (KNOTS)

Divide the class into groups of 8 or 10 (must be an even number). Form one group only if space is limited. Standing facing one another in a circle, instruct each student to grab the right hand of a student across from (not next to) him or her. Next, join left hands with a different person. Then, try to untangle without anyone letting go or falling down.

Debriefing:

- What was this game experience like for you?
- How can you relate this to something in your life?
- Are there situations or relationships with other people that is hard to untangle?
- What factors make it difficult to untangle these relationships?
- How can we do a better job of fixing tangled relationships?

Embracing Diversity

Collaboration

Acceptance

Respect

Empathy

THE DIVERSITY PUZZLE

People like different ways of having fun. List three different leisure activities in your community:

List three languages that belong to people who may be different from you, but still need food, safety, and friends:

How do you feel towards others who are different from you? Check all the boxes that apply:

- I would rather hang out with people like me.
- People who are different scare me
- I find different people interesting
- I can learn a lot from other people
- I respect people who are different from me, and I give them a chance
- Mom would say: What are you doing with these people?

List three different countries whose people like to be treated with respect:

List three different feelings that both disabled and fully able people may experience at times:

List ways in which children may be different from each other:

People choose different ways of making a living. List five occupations that people around you, who are different from you, may have:

Check the gender below whose members need education to thrive, and money to survive:

- Male
- Female

Name three professionals whose members may help you no matter the color of their skin or your skin:

Check the box(es) that indicate people who need good friends:

- Children
- Adults
- Elderly

Unit 1 Title: What Does it Take to Get Along With Others?

Lesson Title: Similar and Different **Lesson 4** of 6

Grade Level: 4

Length of Lesson: 30 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.B.04: Recognize and respect diverse groups within the school and community

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

Materials (include activity sheets and/ or supporting resources)

SMART Board or chart paper for Venn Diagram
A large CARE chart or a mini-poster as follows:
EMBRACING DIVERSITY
Collaboration
Acceptance
Respect, and
Empathy.
SMART Board or chart paper for Abraham Maslow’s Hierarchy of Needs for Kids
Venn-diagram handout for students to work in pairs comparing each other. (optional)

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 1. Identify problems and define their scope and elements 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 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives

	7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.

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.
Students use a Venn diagram to explain how we are all as similar as we are different.
Students will list and describe some evident similarities and differences existing in their school and community.

Lesson Preparation

Essential Questions:
Why is it important to learn to embrace human diversity?

Engagement (Hook):
Choose one pair of volunteer students to come to the front of the class and model for a Venn diagram.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Introduce today’s lesson and review/teach vocabulary: empathy, trust, similarities,	1. Students participate by reflecting and answering questions.

<p>differences, stereotype, and antagonistic.</p> <ol style="list-style-type: none"> 2. Randomly select 2 students to stand at the front of the class. Draw a Venn diagram on the board. Direct the students to compare and contrast the pair of students by following these 18 guidelines: a) Eyes color, b) hair color, c) older/younger, d) tallest/ shortest, e) gender, f) favorite food, g) favorite music, h) favorite game, i) favorite movie, j) favorite pet, k) favorite TV program, l) favorite school subject, m) likes getting good grades, n) loves school, o) likes going to birthday parties, p) dislikes arguments, q) dislikes getting feelings hurt, r) likes humor and peace. 3. Display (chart or SMART Board) Maslow’s Hierarchy of Needs emphasizing that these needs are common to all humans everywhere. 4. Teach/review the acronym CARE (which stands for: <u>C</u>ollaboration, <u>A</u>ceptance, <u>R</u>espect, and <u>E</u>mpathy) as a way of understanding diversity. Discuss as a group. 5. If time allows, another pair of students may be Venn-diagrammed. Alternatively, use the optional Venn-diagram handout to work in cooperative groups. 	<ol style="list-style-type: none"> 2. Students listen attentively and participate in the activity as prompted by counselor. Students offer their input and observations to fill out the Venn diagram. Students discuss the similarities and differences shown in the Venn diagram. 3. Students participate in discussion. 4. Students discuss how each of these CARE ways can be applied in their class group. 5. Students work in pairs, comparing each other in the Venn diagram handout, and then share their results with the group. If time allows, the counselor will present to the whole class each group’s diagram.
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Teacher Follow-Up Activities

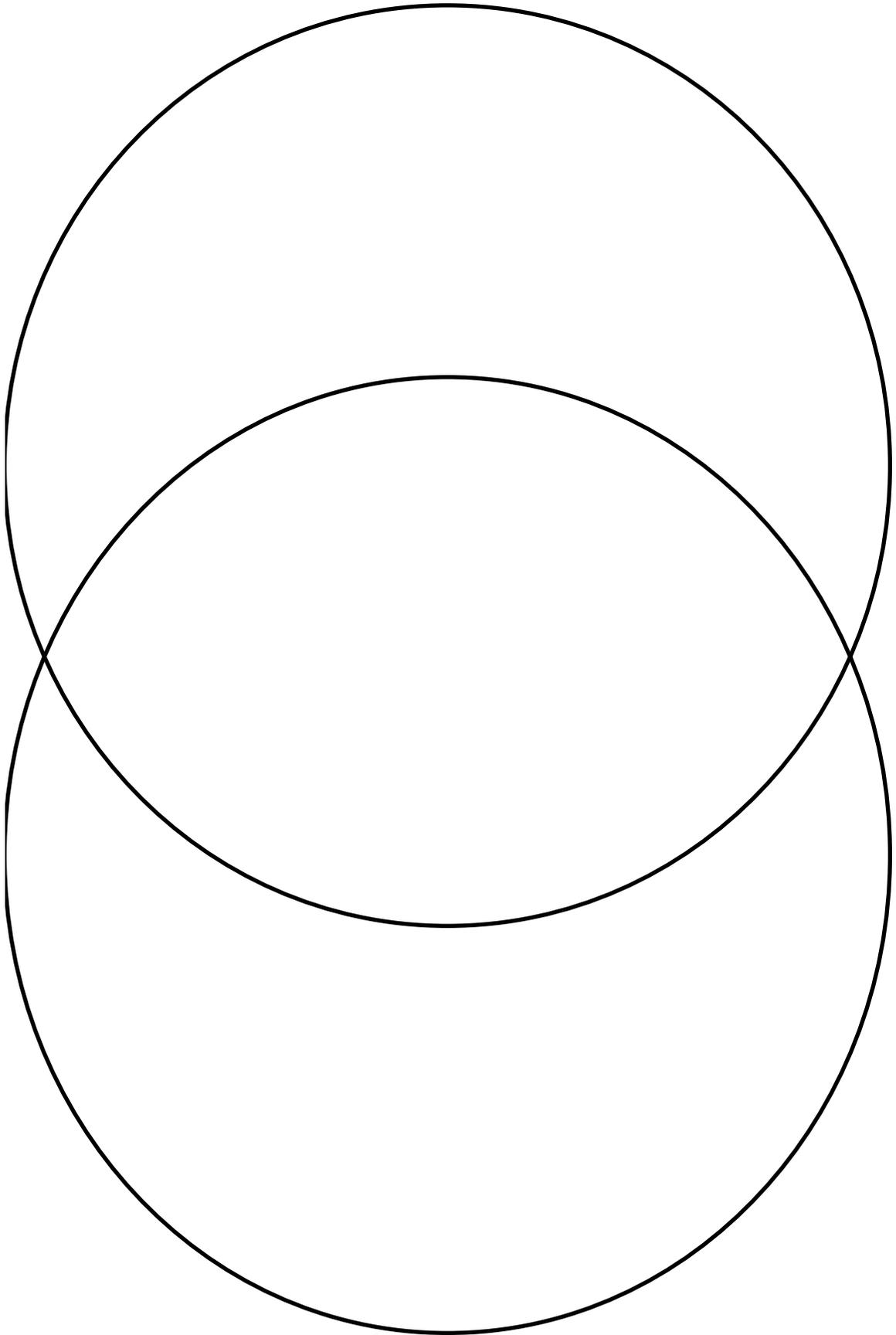
- Teacher assigns an essay related to similarities and differences within the classroom.
- The teacher or the counselor may use this Venn diagram approach to facilitate conflict resolution among students in the classroom.
- The classroom has a “Good Manners table for students to discuss and reflect issues pertaining to diversity.

Counselor reflection notes (completed after the lesson)

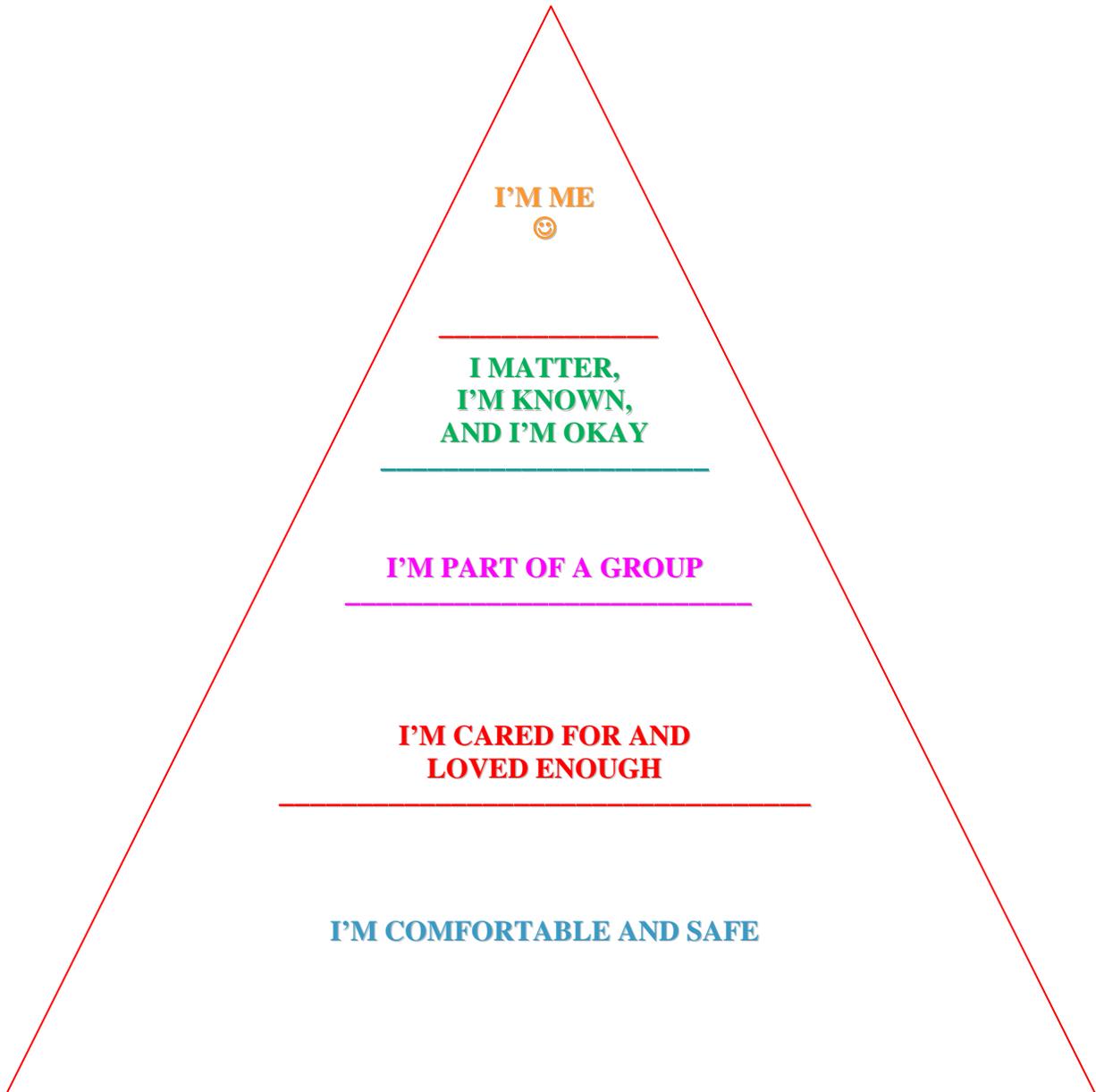
NAME

VENN DIAGRAM

NAME



Abraham Maslow's Hierarchy of Needs for ALL Kids



Embracing Diversity

Collaboration

Acceptance

Respect

Empathy

<p>Unit 1 Title: What Does it Take to Get Along With Others?</p> <p>Lesson Title: Talk it Over and Work it Out!: Compromise Lesson 5 of 6</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 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.C.04: Identify and practice the skills used to compromise in a variety of situations.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)
Typical Scenarios of Childhood Conflict in School

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>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 ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>5. Reason inductively from a set of facts and deductively from general premises.</p> <p>6. Examine problems and propose solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses a problem</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>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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

Academic Content Area(s)	Specific Skill(s)
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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use the STAR method to role play at least two conflict resolution scenarios in school.

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.
 Students will describe the importance of recognizing conflict and taking steps to solving it.
 Students will role-play conflict situations and provide solutions involving compromise.
 Students will forecast the consequences of situations and decisions.

Lesson Preparation

Essential Questions:
 Why is it important to learn to deal with conflict and resolve conflict?

Engagement (Hook): Typical examples of childhood conflict (see list attached at the end). Have props, such as toy telephones and puppets, for pairs of students to role-play situations in the list attached. The class should provide solutions that involve compromise.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Introduce the topic, as well as new vocabulary: conflict, conflict-resolution, compromise, equity, win-win solution.	1. Students listen and participate.
2. Teach the meaning of Agreeing to meet half way and Agreeing to disagree.” Explain the steps to solving conflict.	2. Students participate by listening attentively and asking and answering questions.
3. Ask students to give examples of	3. Students give examples.

<p>situations where conflict may occur.</p> <ol style="list-style-type: none"> 4. Teach students the STAR steps to solving conflict: <ul style="list-style-type: none"> • Stop (<i>Use self-control</i>) • Think (<i>Think about what's happening - Listen for feelings, brainstorm solutions</i>) • Act (<i>Talk it over & work it out – Choose/apply a win-win solution</i>) • Review (<i>Find out if the problem was solved – Do you need help?</i>). 5. Have pairs of students role-play these situations or the situations in the list of childhood conflict in school - <i>Typical Scenarios of Childhood Conflict in School</i>. 6. Ask students to give/receive feedback pertaining to the chosen solution. 	<ol style="list-style-type: none"> 4. Students listen. 5. Students take turns role-playing each type of typical childhood conflict. Students demonstrate how to compromise by using the steps to solving conflict. 6. The larger group helps brainstorm solutions and collaborates in judging if the compromise found in each case is a win-win solution.
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Teacher Follow-Up Activities

The teachers should place the steps to solve conflict in a prominent place in the classroom. Teacher addresses conflict that may be present in regular academic projects. Teachers have a Good Manners table in the classroom, designated to discuss, reflect, and sort out situations involving conflict.

Counselor reflection notes (completed after the lesson)

STAR Steps to Solving Conflict

Stop

(Use self-control)

Think

(Think about what's happening – Listen for feelings, brainstorm solutions)

Act

(Talk it over & work it out – Choose & apply a win-win solution)

Reflect

(Find out if the problem was solved – Do you need help?)

TYPICAL SCENARIOS OF CHILDHOOD CONFLICT IN SCHOOL

(Have props, such as toy telephones and puppets, for pairs of students to role-play situations in this list. In small groups, students should provide solutions that involve compromise).

1. *To tell or not to tell*: You don't want your friends to think you are a snitch.
2. *Gossip*: Such and such said that you are all that.
3. *Jealousy*: Becoming upset with your friend when he or she plays with someone else.
4. *Ostracizing*: Leaving someone isolated, out of games, sleepovers, or parties.
5. *Bossiness*: Wanting to play only what you like, not giving others the chance of being the leader.
6. *Not fair - Not sharing*: Showing something off, or sharing only with a few selected people.
7. *Cheating*: Trying to win at any expense including dishonesty and unfairness.
8. *The Queen / King*: Trying to be better than someone else.
9. *Playing dumb*: Not doing your best in school because of being embarrassed to show your intelligence, or trying to act dumb and funny.
10. *Tough act*: Using cuss words to make believe you are tough, or sabotaging your teacher's lesson to appear cool.

<p>Unit 1 Title: What Does it Take to Get Along With Others?</p> <p>Lesson Title: Tic Tac Toe, Get Off My Toes Lesson 6 of 6</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 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.C.04: Identify and practice the skills used to compromise in a variety of situations.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>STAR Steps to Solving Conflict Poster</p> <p>A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the Tic Tac Toe game squares – 1½’ by 1½’. On the side, out of construction paper, make nine X’s and nine O’s signs for players to hold as needed (laminates them for future use).</p> <p>Case scenarios for “Tic Tac Toe, Get Off My Toes”</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>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 ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>5. Reason inductively from a set of facts and deductively from general premises.</p> <p>6. Examine problems and propose solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses a problem</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>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will find win-win compromise solutions to two of the case scenarios in school.

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.

Students will describe the importance of recognizing and forecasting conflict and taking steps to solving it.

Students will analyze conflict situations, follow the steps for solving conflict, and provide solutions involving compromise.

Students will determine if their decision was a win-win solution to their problem.

Lesson Preparation

Essential Questions:

Why is it important to learn to resolve conflict?

Engagement (Hook): “Tic Tac Toe, Get Off My Toes” game.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Review the topic of conflict resolution, and the concepts of compromise, and win-win solutions. Review the STAR poster to solving conflict in each scenario: <ul style="list-style-type: none"> Stop (<i>Use self-control</i>) Think (<i>Think about what’s happening - Listen for feelings, brainstorm</i>) 	<ol style="list-style-type: none"> Students participate. Students’ participate by listening attentively and asking and answering questions.

<p><i>solutions)</i></p> <ul style="list-style-type: none"> • Act (<i>Talk it over & work it out– Choose/apply a win-win solution</i>) • Review (<i>Find out if the problem was solved – Do you need help?</i>). <p>3. Engage students by introducing the Tic Tac Toe, Get Off My Toes game. Proceed to play the game as indicated in the directions below.</p> <p>4. Ask students to give/receive feedback pertaining to the chosen solution. Discuss as a group.</p>	<p>3. Students play the Tic Tac Toe, Get Off My Toes game under the counselor supervision</p> <p>4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.</p>
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Teacher Follow-Up Activities

- The teachers should place the steps to solve conflict in a prominent place in the classroom.
- Teacher addresses conflict that may be present in regular academic projects.
- Teachers have a Good Manners table in the classroom, designated to Discuss, reflect, and sort out situations involving conflict, using STAR.

Counselor reflection notes (completed after the lesson)

“TIC TAC TOE, GET OFF MY TOES” GAME

Materials:

- A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the tic tac toe game squares – approx. 1½‘ by 1½‘.
- Out of construction paper, make nine **X**’s and nine **O**’s signs players to hold as needed – use different a different color for each (laminated for future use).
- Scenarios on peer pressure and conflict (attached below).

Directions:

- 1) Divide the large group in X’s and O’s.
- 2) Flip a coin to determine which group goes first, the X’s or the O’s.
- 3) Present a conflict scenario for the chosen group of students to solve using the “STAR Steps to Solving Conflict” Poster
 - Stop (*Use self-control*)
 - Think (*Think about what’s happening - Listen for feelings, brainstorm solutions*)
 - Act (*Talk it over & work it out– Choose & apply a win-win solution*)
 - Review (*Find out if the problem was solved – Do you need help?*).
- 4) Students can discuss solutions using their whisper voice. The group chooses who is going to present the win-win compromise.
- 5) The counselor, assisted by the other group, determines if the compromise was a win-win solution. If the solution was right, a group member is chosen to pick up the corresponding sign and stand on the Tic Tac Toe game board. But, if the solution was wrong, the turn to study the same situation goes to the next team.
 - In this case, this next team will be first in line to solve the subsequently scenario.
- 6) Steps 3, 4, and 5 are repeated for the other group.
 - Each player picks the X’s or O’s sign of their group, chooses a place to stand, and won’t be able to trade or change places until the game is finished. Ties are allowed.
- 7) The winning group may call “TIC TAC TOE, GET OFF MY TOES.”

CASE SCENARIOS FOR THE “TIC TAC TOE, GET OFF MY TOES” GAME

(Students are welcome to provide their own scenarios and examples)

<p>1) While going to P.E. class, your best friend walking behind you pokes you and knocks your head and then tells you to pass it on. You get really mad at your friend. How could you compromise in this case?</p>	<p>2) A student in your classroom appears to seldom bathe or wash his or her clothes. You feel sorry for this student but you do not want to associate with him or her. This person wants to be your friend and follows you at recess time. Any compromise?</p>
<p>3) You and your friend find a \$20.00 dollar bill in the school restroom. Your close friend wants to keep the money to buy candy and cards after school. What could’ve happened? What are your choices? Could this be compromised?</p>	<p>4) You see some cool and popular students writing on the bathroom walls. They are writing stuff about other students. You laugh and feel tempted to do the same. Instead, you decide to tell them to stop or you are going to tell on them. Now they are not talking to you. What could be done?</p>
<p>5) Your best friend since kindergarten is dumping you and playing with other kids. You get mad and ask him or her “What’s wrong?” He or she says: “Nothing.” Your birthday party is coming up and you want to invite this friend but you are mad at him or her. What could be done to compromise?</p>	<p>6) You and your partner are working on a computer research project in the classroom. Your partner wants to hog the computer and doesn’t want to give you a chance to work on it. What would be a good compromise that doesn’t involve tattle telling?</p>
<p>7) You are riding your bike with your two friends. They are willing to race in the highway but you feel really scared. What can be done to compromise without losing their friendship?</p>	<p>8) You try to be nice to an unpopular student when you are alone, but not when you are with your friends. However, they see you and they start teasing you for associating with the wimp. What can be done to compromise this situation?</p>
<p>9) In the school cafeteria, at lunchtime, your friend starts flicking peas to other students. Everybody starts laughing. When the lunch supervisor comes, your friend points at you and gets you in trouble. You lose recess but your friend doesn’t. How could a compromise solve the problem?</p>	<p>10) A new student gives a funny answer in the classroom and you start to giggle loudly. The rest of the class laughs after you. The new student thinks you were laughing at him and is mad at you. He is throwing a pool party and not inviting you. Is any compromise possible here?</p>

STAR Steps to Solving Conflict

Stop

(Use self-control)

Think

(Think about what's happening – Listen for feelings, brainstorm solutions)

Act

(Talk it over & work it out – Choose & apply a win-win solution)

Reflect

(Find out if the problem was solved – Do you need help?)

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: What Does it Take to Get Along With Others? The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.		SUGGESTED UNIT TIMELINE: 6 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why is it important to respect differences?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will self-assess 16 areas of respect at school by completing a self-report survey and write a plan for improvement.		SE.2.A.04: Demonstrate respect for others' personal opinions and ideas.		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	SE	Level 2
		SE.2.B.04: Recognize and respect diverse groups within the school and community.				Level 2
		SE.2.C.04: Identify and practice the skills used to compromise in a variety of situations.				Level 3
2. The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey and write a plan for improvement.		SE.2.A.04 SE.2.B.04 SE.2.C.04		SL.4.1 L.4.1 L.4.3	SE	Level 2 Level 2 Level 3

				L.4.5 L.4.6		
3. The student will list 23 ways in which people are different on the diversity puzzle.		SE.2.A.04 SE.2.B.04 SE.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	SE	Level 2 Level 2 Level 3
4. The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.		SE.2.A.04 SE.2.B.04 SE.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	SE	Level 2 Level 2 Level 3
5. The student will use the STAR method to role play at least two conflict resolution scenarios in school.		SE.2.A.04 SE.2.B.04 SE.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	SE	Level 2 Level 2 Level 3
6. The student will find win-win compromise solutions to two problem scenarios in school.		SE.2.A.04 SE.2.B.04 SE.2.C.04		SL.4.1 L.4.1 L.4.3 L.4.5 L.4.6	SE	Level 2 Level 2 Level 3
ASSESSMENT DESCRIPTIONS*: The student will use the STAR steps in problem solving to resolve conflict scenarios.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
	See Lessons:					
1	Lesson 1 What Does Respect Look Like in School?					
2	Lesson 2 What Does Respect Look Like at Home?					
3	Lesson 3 Respect for All Kinds of People Inside and Outside the School					
4	Lesson 4 Similar and Different					
5	Lesson 5 Talk it Over and Work It Out: Compromise!					

6	Lesson 6 Tic Tac Toe, Get Off My Toes				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5 6	See Lessons: Lesson 1 What Does Respect Look Like in School? Lesson 2 What Does Respect Look Like at Home? Lesson 3 Respect for All Kinds of People Inside and Outside the School Lesson 4 Similar and Different Lesson 5 Talk it Over and Work It Out: Compromise! Lesson 6 Tic Tac Toe, Get Off My Toes				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls 4 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 6	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving Ls 5 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls 3,6 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys Ls 1,2	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls 5 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 3, 5 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls 1, 2, 3, 4 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls Ls 5, 6 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit 1 Title: Respecting Differences in Others	Grade Level: 5
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 - 45 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Acting Out Respect	
Materials/Special Preparations Required: Cooperation from another teacher. Copies of Role Play Scenario STAR Problem Solving Poster	
Lesson 2: Respecting Differences	
Materials/Special Preparations Required: Copies of the <i>Respect Mixer</i> worksheet for each student. Writing utensils Optional (Candy for the first five to turn in the worksheet complete with 12 different signatures.)	
Lesson 3: The Problem Solving Game	
Materials/Special Preparations Required: Pencils, pens, markers, and 12" x 18" construction paper. Pre-cut copies of the game cards for each group in an envelope. STAR Problem Solving Poster	
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.05: Exhibit mutual respect and compromise in relationships. (DOK Level - 4)	
SE.2.B.05: Demonstrate respect for individuals within diverse groups. (DOK Level - 3)	
SE.2.C.05: Review and implement strategies to resolve problems and conflicts successfully. (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)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

X	1. Explain reasoning and identify information used to support decisions.
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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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is it important to respect differences in others?

Unit Measurable Learning Objectives:

<p>The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.</p> <p>The student will discover at least four ways he/she is similar or different from their classmates.</p> <p>The student will apply the STAR problem solving model to at least three scenarios.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input type="checkbox"/> Direct</p> <p><input checked="" type="checkbox"/> Indirect (Problem Solving; Reflective Discussion)</p> <p><input checked="" type="checkbox"/> Experiential (Games; Role Playing)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Role Playing; Brainstorming; Discussion; Cooperative Learning; Problem Solving; Interviewing)</p>

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Students will work in small groups to apply relationship and problem solving strategies.</p>

Brief Summary of Unit: Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences.

The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.

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

Students need to understand the STAR steps to problem solving. Stop, Think, Act, Review.

Unit 1 Title: Respecting Differences in Others	
Lesson Title: Acting Out Respect	Lesson 1 of 3
Grade Level: 5	Length of Lesson: 30- 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.05: Exhibit mutual respect and compromise in relationships.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Copies of Role Play Scenario STAR Problem Solving Poster

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.

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.

In a classroom discussion, students identify how mutual respect and compromise in relationships is important.

Lesson Preparation

Essential Questions: Why do we need to have friends?

Engagement (Hook): In a prearranged role-play with the classroom teacher, the counselor loudly and irately complains about someone taking a favorite pen out of the office without permission. Ask the class: What should be done to resolve the situation using respect and compromise?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Introduce what it means to compromise. 2. What are the words or actions someone would need to use in order to compromise respectfully? 3. Introduce the steps of compromise to students using the STAR method of problem solving. <ol style="list-style-type: none"> a. Stop – Identify the situation or problem to compromise that needs to be solved. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation. 4. Divide the class into teams of four to five students. 	<ol style="list-style-type: none"> 1. Students share ideas. Examples: Compromising means to give and take in a situation. Each person involved may have to give up the way they think it should be and accept someone else’s ideas. 2. Students share ideas. Words – Please, thank you, excuse me... Actions – Smile, nice tone of voice, appropriate body language. 3. Students will review the steps of compromise. 4. In small groups, students will role-play the following scenarios.

<p>5. Give each team a scenario on a slip of paper to work out and role-play for the class. Give them about seven minutes to practice. Allow each group to present the scenario to the class and discuss how respect and compromise were displayed.</p> <p>6. At the lesson conclusion, have students discuss what they learned about using respect and compromise in their relationships.</p>	<p>5. Teams work out and role-play the scenarios.</p> <p>A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.</p> <p>B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.</p> <p>C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.</p> <p>D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.</p> <p>6. Students discuss what they learned.</p>
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Teacher Follow-Up Activities

Set up a “peace table” or desk in the room. Allow students to use respect and compromise to resolve relationship problems.

Counselor reflection notes (completed after the lesson)

Role Play Scenario:

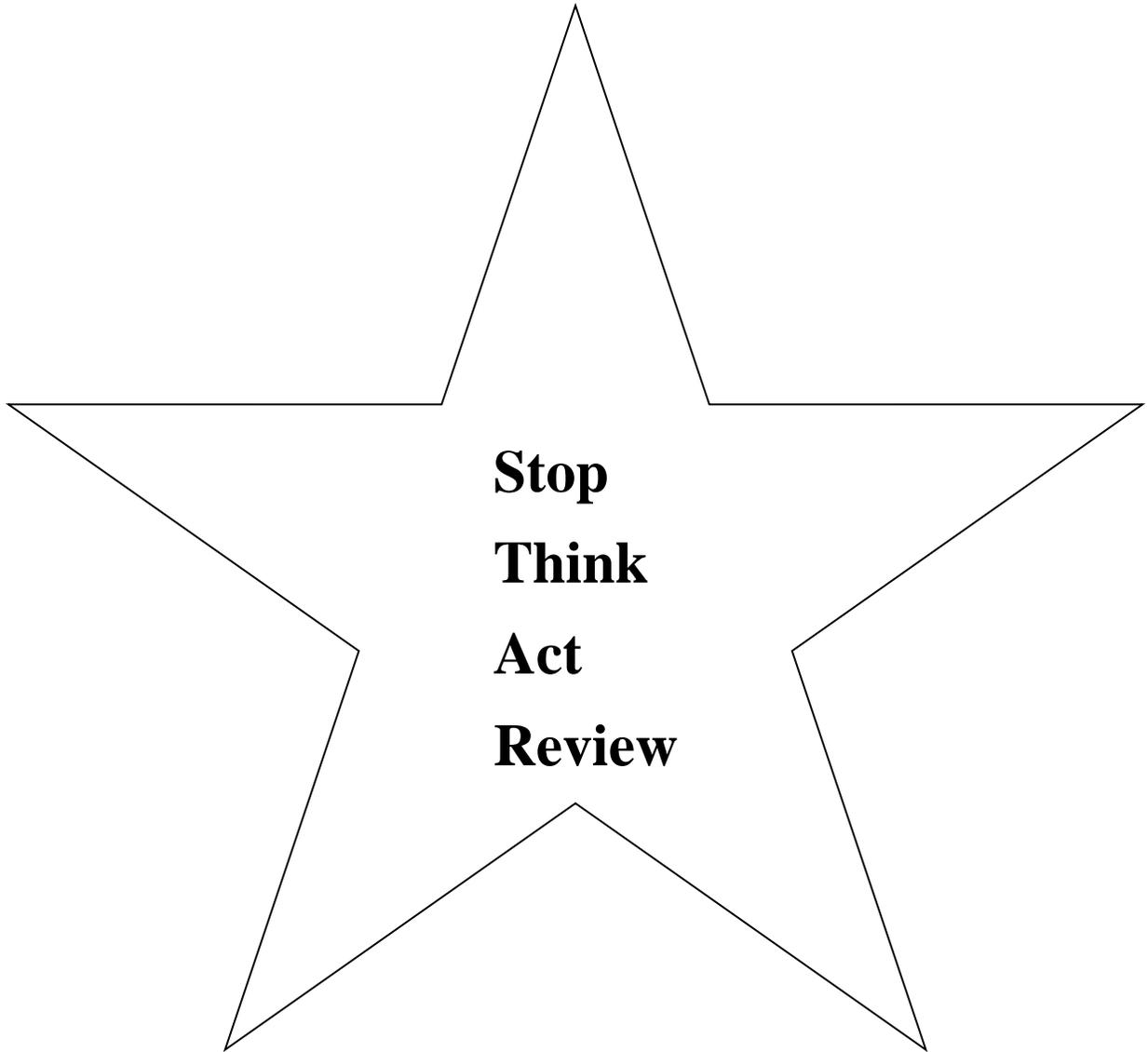
A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.

B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.

C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.

D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.

Be a Problem Solving STAR



Unit 1 Title: Respecting Differences in Others	
Lesson Title: Respecting Differences	Lesson 2 of 3
Grade Level: 5	
Length of Lesson: 30- 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.B.05: Demonstrate respect for individuals in diverse groups.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Copies of the <i>Respect Mixer</i> worksheet for each student.
Writing utensils
Candy for the first five to turn in the worksheet complete with 12 different signatures (optional).

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will discover at least four ways he/she similar or different from their classmates.

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.

Students will identify the similarities and differences they have with their classmates from the Respect Mixer worksheet.

Lesson Preparation

Essential Questions: What does a quality relationship look like when individuals respect each other? What does a person need to do to maintain a quality relationship?

Engagement (Hook): The instructor asks two students to stand up in the room. How are the two students alike and different? After comparing the instructor asks the class: How much do you really know about your classmates? Today we are going to find out about our likenesses and differences.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Copy the attached <i>Respect Mixer</i> worksheets for each student. Make sure students have a writing utensil.	1. Ask classmates to sign the appropriate box that applies to them.
2. Go over the directions to make sure students understand what they are expected to do. Direct students to complete the worksheets in an allotted time.	2. Students complete and keep their Respect Mixer worksheet.
3. Instruct students to review their individual respect mixer sheets. Ask them to identify boxes that have information that is like theirs by placing an L in the box. Instruct them to identify information that is different from theirs and place a D in the box.	3. Students identify information that is like theirs and different from theirs.
4. Give student the opportunity to share items that are like and different than their information.	4. Students share information.
5. Lead a discussion regarding respecting differences in others.	5. Students discuss.

Teacher Follow-Up Activities

Discuss differences in others when it applies to content areas.

Counselor reflection notes (completed after the lesson)

Respect Mixer

Directions: Students will sign the box that applies. Students may only sign once and may not sign their own sheet.

Was born out of state? _____	Has the same birthday month? _____	Has a different length of hair? _____
Has different colored eyes? _____	Plays a musical instrument? _____	Likes the same subject? _____
Is the same height? _____	Has a different shoe size? _____	Likes the same kind of pizza? _____
Has been at the same school since kindergarten? _____	Has pets at home? _____	Likes the same color? _____

<p>Unit 1 Title: Respecting Differences in Others</p> <p>Lesson Title: The Problem Solving Game Lesson 3 of 3</p> <p>Grade Level: 5</p> <p>Length of Lesson: 30- 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.C.05: Review and implement strategies to resolve problems and conflicts successfully.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Pencils, pens, markers, and 12” x 18” construction paper. Pre-cut copies of the game cards for each group in an envelope. STAR Problem Solving Poster</p>
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply the STAR problem solving model to at least three scenarios.

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.
 In a discussion, students will identify the steps to problem solving: STAR (Stop, Think, Act, and Review) and how the steps relate to resolving problems and conflicts.

Lesson Preparation

Essential Questions: What could happen if a person did not have the skills to solve a problem?

Engagement (Hook): Tell students “Today you are an employee at a game factory. You are going to develop and make a game.” What skills will you need to work together in making the game (creativity, writing skills, communication skills, cooperation skills and listening skills)?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review the STAR steps of problem solving used in previous lessons. <ol style="list-style-type: none"> a. Stop – Stop and identify the problem solving situation. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation. 2. Divide the class into groups of four. 3. Give each group a 12” x 18” construction paper. Tell them each group must make a game board with a start, finish, thirty spaces, and a problem box. 4. The group must use the problem cards that are provided to play the game. 5. When the game board is complete, the group plays the game. When a problem is appropriately resolved, the player moves forward 2 spaces. If answered 	<ol style="list-style-type: none"> 1. Students will review the steps with the counselor and discuss the strategies to resolve problems and conflicts. 2. Students will get into groups. 3. Students will create the game board per instructor procedures. 4. Students will prepare to play the game. Students may make extra problem cards. 5. Students play the game.

<p>inappropriately, the player must move 3 spaces backward. The winner is the first player to the finish line, but really everyone wins.</p> <p>6. The counselor asks the students to share ideas about how they worked together in developing and playing the game.</p>	<p>6. Each group will complete the game and share ideas about how they worked together.</p>
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Teacher Follow-Up Activities

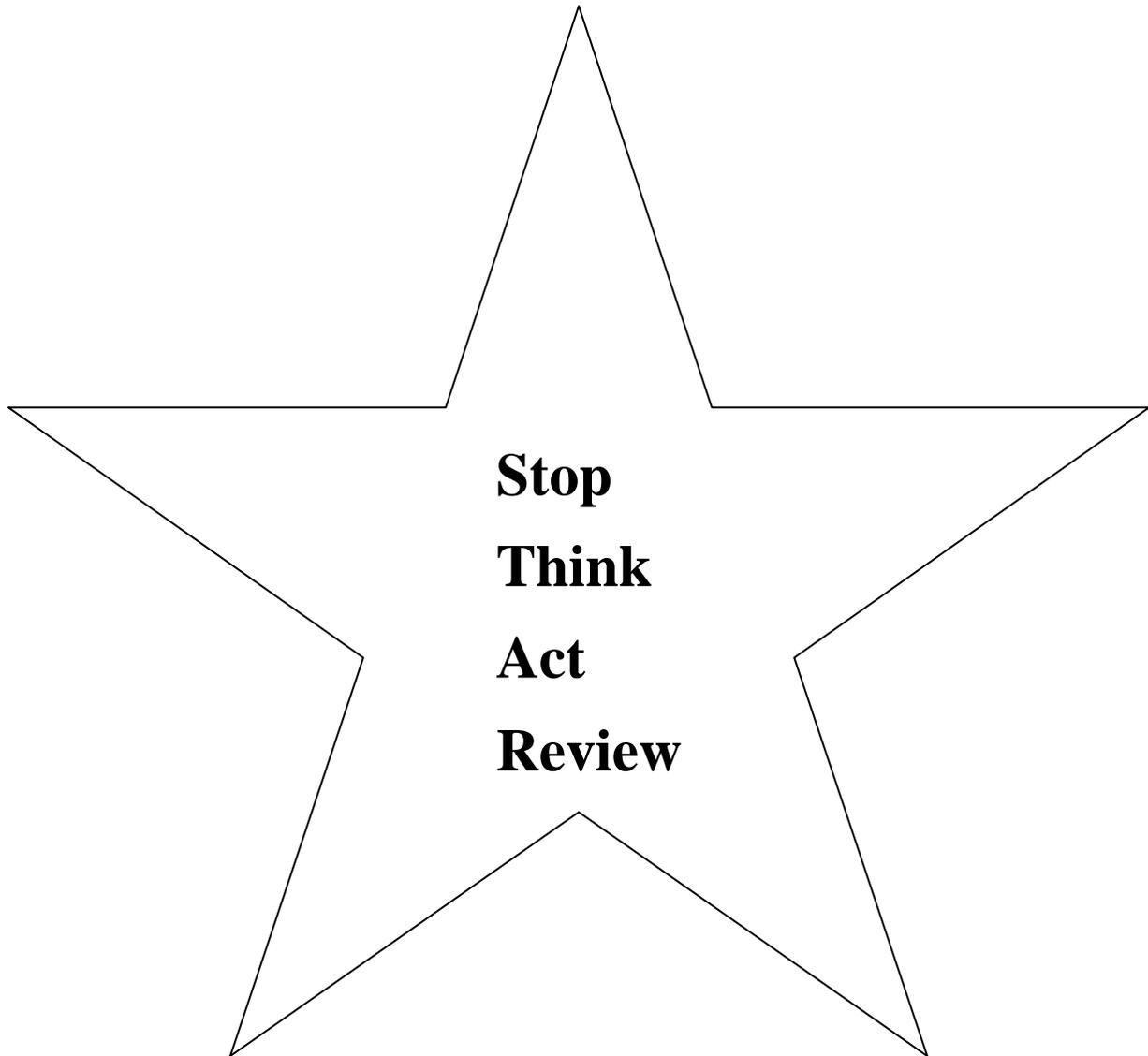
Use the STAR Problem Solving Strategy in the content areas and at the Peace Table. Allow group times for the students to play the game.

Counselor reflection notes (completed after the lesson)

Game Cards

<p>You are caught talking in class by the teacher.</p>	<p>Your dog ate your homework.</p>
<p>You are late to school.</p>	<p>You left your homework at home again.</p>
<p>You lost your lunch money.</p>	<p>You forgot the Science Project is due today.</p>
<p>The teacher always calls on you when you don't know the answers.</p>	<p>Your friends are always first to take a turn at recess.</p>
<p>Someone stepped on your new shoes.</p>	<p>The field trip is today and you forgot your permission slip.</p>
<p>You are pushed in line and the person in front of you is very angry, because you pushed them.</p>	<p>Someone says that you started a rumor about several classmates.</p>

Be a Problem Solving STAR



COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: Respecting Differences in Others Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences.</p> <p>The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 - 45minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why is it important to respect differences in others?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.		SE.2.A.05: Exhibit mutual respect and compromise in relationships.		SL.5.1 L.5.1 L.5.3	SE	Level 4
		SE.2.B.05: Demonstrate respect for individuals within diverse groups.				Level 3
		SE.2.C.05: Review and implement				Level 4

		strategies to resolve problems and conflicts successfully.				
2. The student will discover at least four ways he/she is similar or different from their classmates.		SE.2.A.05 SE.2.B.05 SE.2.C.05		SL.5.1 L.5.1 L.5.3	SE	Level 4 Level 3 Level 4
3. The student will apply the STAR problem solving model to at least three scenarios.		SE.2.A.05 SE.2.B.05 SE.2.C.05		SL.5.1 L.5.1 L.5.3	SE	Level 4 Level 3 Level 4
ASSESSMENT DESCRIPTIONS: Students will work in small groups to apply relationship and problem solving strategies.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1 Acting Out Respect Lesson 2 Respecting Differences Lesson 3 The Problem Solving Game					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1 Acting Out Respect Lesson 2 Respecting Differences Lesson 3 The Problem Solving Game					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving Ls. 3 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 3	

	<input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> Reflective Discussion Ls. 1 <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input checked="" type="checkbox"/> Games Ls. 2, 3 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls 1 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1, 2 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning Ls. 1, 3 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 3 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing Ls 2 <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p>					

Unit 1 Title: Relationships: What Do Skills Have To Do With It? **Grade Level:** 6,7 & 8
Number of Lessons in Unit: 5

Time Required for each lesson: 45-50 minutes (NOTE: the 7th grade lesson is spread over 2 days.)

Lesson Titles:

6th Grade Lesson 1: Ingredients of a Relationship Recipe

Materials/Special Preparations Required

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.

Guidelines: Ingredients for Relationship Recipe

Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student

Markers, crayons, color pencils, scissors, glue, construction paper, etc.

Students will need paper and a writing instrument

7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R

Materials/Special Preparations required:

Copy of *Recipe for Relationships*

3x5 cards with a social setting written on each. Ideas for social settings include:

Classroom, playground, with parents at a basketball game, at home, at a friend's

home, at a school function, shopping in the mall

8th Grade Lesson 3: Relationships...Quality Control

Materials/Special Preparations Required

Activity Sheet – *I Am.....*

Mirrors

Paper and markers

8th Grade Lesson 4: I Know What You Did This Summer

Materials/Special Preparations Required

Activity Sheet – *I Heard What you Did This Summer....*

Set of footprints made from cardboard or construction paper

8th Grade Lesson 5: Relationships...Going Up While Growing Up

Materials/Special Preparations Required

Activity Sheet – *Going Up While Growing Up*

Balloon for each student

Permanent markers

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.06: Identify interpersonal skills needed to maintain quality relationships. (DOK Level 1)

SE.2.A.07: Practice effective interpersonal skills in a variety of social situations. (DOK Level 3)

SE.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships. (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 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 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 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experience in preventing or solving 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 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
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
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

What is a quality relationship and how is it maintained?

Unit Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.
 The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.
 The student will complete the *I am* activity, select a skill they would like to improve, and outline a self improvement plan.
 The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.

The student will identify two interpersonal qualities to improve and two strategies to achieve this.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Demonstrations; Guided & Shared - Reading, Listening, Viewing, Thinking)
- Indirect (Concept Formation; Concept Mapping)
- Experiential (Simulations; Role-playing; Model Building)
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Role-playing; 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 identify interpersonal qualities and skills that maintain quality relationships.

Brief Summary of Unit: Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations.
 An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade.
 The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on

the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified.

In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.

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

Students will need prior knowledge of how to be a friend and to be able to describe interpersonal skills.

Unit 1 Title: Relationships: What Do Skills Have To Do With It?	
Lesson Title: Ingredients of a Relationship Recipe	Lesson 1 of 5
Grade Level: 6	
Length of Lesson: 50 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.06: Identify the interpersonal skills needed to maintain quality relationships.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

<p>Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc. <i>Guidelines: Ingredients for Relationship Recipe</i> Plain piece of white 8 ½ x 5 1/2 paper or similar size index card for each student Markers, crayons, color pencils, scissors, glue, construction paper, etc. Paper and writing instrument</p>

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 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	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	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.

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.
 Students will create a recipe card identifying the interpersonal skills needed to maintain quality relationships based on a given rubric.

Lesson Preparation

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

Engagement (Hook): Tell the students you are going to make i.e. a peanut butter and jelly sandwich (or your chosen basic recipe). Purposely forget the bread (or an essential ingredient for your chosen basic recipe). Begin to get the ingredients out naming them and telling the amount of each one needed. Make the sandwich without the bread, smearing the peanut butter on the plate with the jelly on top of it (or make your recipe without an essential ingredient). Ask the students what is wrong? What essential ingredient is missing? What happens when you make something without using essential ingredients?

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> The counselor will discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships. Ask the students to write down the ingredients/interpersonal skills they believe 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships. Students will write down ingredients/interpersonal skills they believe
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<p>are needed to maintain quality relationships.</p> <ol style="list-style-type: none"> 3. Ask students to share one at a time the skills they listed and discuss. Possible items: Good listeners, uses “I” messages, understands how feelings affect relationship, uses assertive behaviors, willing to compromise, etc. If students did not list some of the essential interpersonal skills, list them and discuss what each means. 4. After completing the discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or what they wrote down on their paper. 5. Hand out the guidelines for the recipe card and discuss what needs to be present on the card. Show students an example of a card that has been done. 6. Hand out the plain paper or large index cards. Have art supplies available and let students begin work. 7. Instruct students to turn the card over and write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their recipe card. 	<p>are needed to maintain quality relationships.</p> <ol style="list-style-type: none"> 3. Students will volunteer to share what they wrote down on their individual papers. Students should be involved in discussion of each other’s skills listed. 4. Students will use their paper and the discussion items to produce a recipe card. 5. Students will be given the guidelines and will have a chance for questions. 6. Students will complete the recipe card. 7. Students will reflect on a relationship that they would like to improve and write the personal goal as described.
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Teacher Follow-Up Activities

The teacher will be asked to collect the completed cards if time does not allow completion during the allotted lesson time. Recipe cards would be given to counselor(s) for use in office or they may be placed in the cafeteria, study halls, classrooms, given to 5th grade students, etc. If the teacher completes the activity, the teacher may need to write a referral for students who do not seem to understand the skills needed for maintaining quality relationships based on the content of the recipe card.

Counselor reflection notes (completed after the lesson)





Guidelines:
Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



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

Lesson Title: Respect for Self and Others—Giving and Getting the Big R **Lesson 2 of 5**

Grade Level: 7

Length of Lesson: This lesson will be spread over 2 days. Each part requires 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.07: Practice effective interpersonal skills in a variety of social situations.

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

Materials (include activity sheets and/ or supporting resources)

Copy of *Recipe for Relationships*
3x5 cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend’s home, at a school function, shopping in the mall

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 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally and informally (such as reports, narratives, essays) and informally (such as outlines and notes) 6. Participating in formal and informal presentations and discussions of issues and ideas

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.

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.

In teams of 3, students will plan, present, and discuss scenarios in which they demonstrate inappropriate and appropriate interpersonal skills in a variety of social situations.

Lesson Preparation

Essential Questions:

In what ways does respect for self and others influence interpersonal relationships?

Engagement (Hook): Pre-arrange for two students to become involved in a scene in which one student grabs another’s notebook and begins going through it making disparaging remarks. The owner of the notebook tries to grab it back. At this point, say something like “Hmmm...seems you have lost some of your learning from last year.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Review the 6th grade learning about interpersonal skills. Show the <i>Recipe for Relationships</i> and ask students to recall the ingredients. Ask what else they remember about the lesson? Strive for remembering of the missing ingredient demonstration. 2. Tell students that in this lesson, they will be expanding their knowledge and use of effective interpersonal skills. Group 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will participate in the discussion. Every student will contribute something to the conversation. 2. Students will get into their teams and identify the social setting they will be dramatizing. Before they do anything else,
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<p>students in teams of 3 and tell them that they will be working together to design a 2-minute scenario in which an individual behaves inappropriately in a social situation. You will assign the settings for the scenario.</p> <p>3. Explain that after presenting the scenarios to the class, the student groups will lead a class discussion for the purpose of assessing the inappropriate/appropriate interpersonal skills displayed in the scenario. Each group should plan for, at least, 3 discussion questions. Allow 10-15 minutes for planning depending on the group and the time remaining, talk about how to lead a discussion (encourage note taking), and encourage open-ended questions. Teams work together to plan their discussion.</p> <p>DAY 2 OF LESSON This will be the day for the formative assessment, the presentation of the scenarios. See the Formative Assessment for directions.</p>	<p>the team, will specify the exact setting and context of the scenario. They will then decide the theme of their scenario (e.g. acting out behavior, sullen or “pouty” behavior). The script of the scenario is the next step. The final step regarding the planning phase is to rehearse and time the scenario.</p> <p>3. Students will take notes about the key points of leading discussions and teams will decide on the starter questions to be asked.</p> <p>DAY 2 OF LESSON Students will use appropriate interpersonal skills as they perform and participate in discussions.</p>
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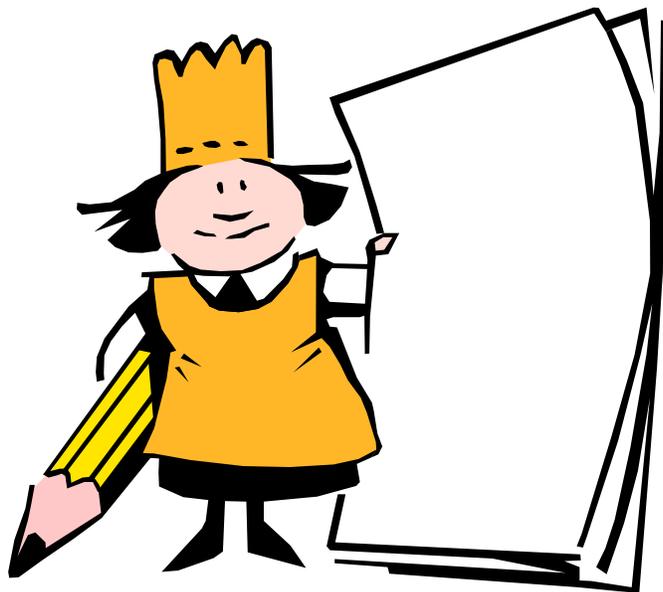
Teacher Follow-Up Activities

Counselor reflection notes (completed after the lesson)



Guidelines:
Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



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

Lesson Title: Relationships...Quality Control **Lesson** 3 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 – *I Am*.....
Mirrors
Paper and markers

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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States

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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<p>evoke comments from students regarding the importance of the skill in relationships.</p> <p>6. Collect the checklist scale to add to student portfolio.</p> <p>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.</p>	<p>importance of the skill listed on the checklist.</p> <p>6. Students turn in checklist.</p> <p>7. Students design key-word posters.</p>
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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:

<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.

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
	Mathematics
X	Social Studies
	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.

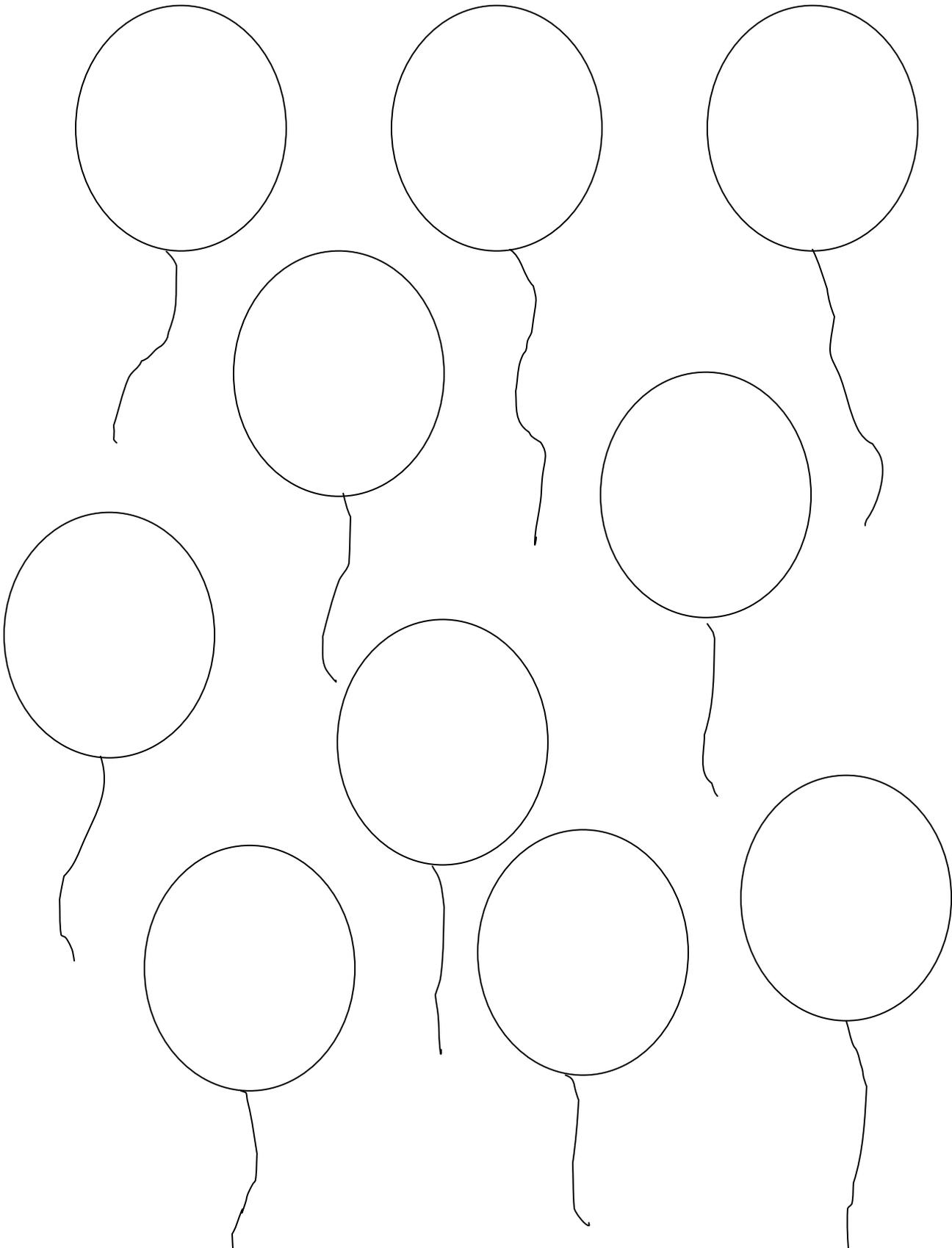
After you have completed the balloon worksheet, continue with #2

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

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

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

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: Relationships: What Do Skills Have To Do With It? Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations. An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade. The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified. In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.</p>		<p>SUGGESTED UNIT TIMELINE: 5 Lessons CLASS PERIOD (min.): 45 – 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. What is a quality relationship and how is it maintained?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five interpersonal skills needed to maintain a quality relationship.		SE.2.A.06: Identify interpersonal skills needed to maintain quality relationships.		SL.6.1 L.6.1 L.6.2 L.6.3	SE	Level 1
		SE.2.A.07: Practice effective interpersonal skills in a variety of social situations.		Level 3		
		SE.2.A.08: Self-assess interpersonal skills that		Level 3		

		will help maintain quality relationships.				
2. The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.		SE.2.A.06 SE.2.A.07 SE.2.A.08		SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.6	SE	Level 1 Level 3 Level 3
3. The student will complete the <i>I am</i> activity, select a skill they would like to improve, and outline a self-improvement plan.		SE.2.A.06 SE.2.A.07 SE.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	SE	Level 1 Level 3 Level 3
4. The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.		SE.2.A.06 SE.2.A.07 SE.2.A.08		W.8.2 W.8.3 SL.8.1 L.8.1 L.8. L.8.3	SE	Level 1 Level 3 Level 3
5. The student will identify two interpersonal qualities to improve and two strategies to achieve this.		SE.2.A.06 SE.2.A.07 SE.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	SE	Level 1 Level 3 Level 3
ASSESSMENT DESCRIPTIONS: Students will identify interpersonal qualities and skills that maintain quality relationships.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons: 6 th Grade Lesson 1 Ingredients of a Relationship Recipe					
2	7 th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R					
3						

4 5	8 th Grade Lesson 3 Relationships...Quality Control 8 th Grade Lesson 4 I Know What You Did This Summer 8 th Grade Lesson 5 Relationships...Going Up While Growing Up				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5	See Lessons: 6 th Grade Lesson 1 Ingredients of a Relationship Recipe 7 th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R 8 th Grade Lesson 3 Relationships...Quality Control 8 th Grade Lesson 4 I Know What You Did This Summer 8 th Grade Lesson 5 Relationships...Going Up While Growing Up				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls. 5 <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations Ls. 2 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 5 <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation Ls. 2 <input checked="" type="checkbox"/> Concept Mapping Ls. 4 <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 1, 4 <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 2, 4 <input checked="" type="checkbox"/> Model Building Ls. 5 <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls. 1, 3, 4, 5 <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 2, 4 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 4, 5 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit 2 Title: R-E-S-P-E-C-T--Find Out What It Means To You (And Me) **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 40-90 minutes

Best time of year to implement this Unit: Beginning SE 2.B Unit 2 early in the school year will give everyone involved time to plan and implement a school-wide program.

Lesson Titles:

6th Grade Lesson 1: Respect: Looks Like, Sounds Like, Feels Like

Materials/Special Preparation:

Activity Sheet -*Planning to Use Respect*

Writing utensils

Activity Sheet- *R-E-S-P-E-C-T: Looks Like, Sounds Like, Feels Like*

7th Grade Lesson 2: R-E-S-P-E-C-T: A Basic Skill

Materials/Special Preparation:

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.

Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)

Production Resources (e.g., paper, markers, and recording equipment – video and audio)

Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line).

Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.

Examples of multi-media advertising campaign(s); slogans, “theme songs”, logos (to be gathered by students outside of school)

Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy

Performance Scenario Activity Sheet

Performance Scenario Rubric

Activity Sheet 1

Activity Sheet 2

8th Grade Lesson 3: A Stranger Among Us

Materials/Special Preparation:

Activity Sheet – *A Stranger Among Us*

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.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. (DOK Level - 3)
 SE.2.B.07: Promote acceptance and respect for individual differences. (DOK Level - 4)
 SE.2.B.08: Apply strategies that promote acceptance and respect of others within the global community. (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	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, and ideas into useful forms for analysis or presentation 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 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 the processes used in recognizing and solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability, and statistics
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. Use the tools of social science inquiry
	Science
	Health/Physical Education
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines

Unit Essential Questions:

What is respect?

Unit Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.

The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.

The student will answer five questions about getting to know someone who is different than them.

Unit Instructional Strategies/Instructional Activities:

X Direct (Structured Overview; Guided & Shared – reading, listening, viewing, thinking)

X Indirect (Concept Formation; Concept Mapping; Concept Attainment)

X Experiential (Simulations)

X Independent Study (Learning Activity Packages)

X Interactive Instruction (Brainstorming, 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 demonstrate the process of advocating peacefully, knowledgeably, and with an identifiable purpose and plan.

Brief Summary of Unit: Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.

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

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations

Mathematics: data analysis

Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)

Comprehensive School Counseling: the elements of being a friend; the ability to describe “interpersonal skills,” the ability to use basic self-assessment processes, understanding “respect” as a way of life and an element of friendship.

Unit 2 Title: R-E-S-P-E-C-T...Find Out What It Means to Me (and You)

Lesson Title: Respect: Looks Like, Sounds Like, Feels Like **Lesson 1 of 3**

Grade Level: 6

Length of Lesson: 50 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.B.06: Identify and develop strategies to promote acceptance and respect in the school and community.

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

Materials (include activity sheets and/ or supporting resources)

Respect: Looks Like, Sounds Like, Feels Like Activity Sheet
Planning to Use Respect Activity Sheet
 Writing utensils

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
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
	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	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.

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.

Students will participate in question and answer discussion from the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and complete the *Planning to Use Respect* Activity sheet.

Lesson Preparation

Essential Questions: Why is showing respect for others important? How do we know we are using respect?

Engagement (Hook): The counselor will display a stuffed animal that talks/sings/plays music. Ask a student to come forward and use their senses to describe the item to the rest of the class. The student may say things like it is soft, talks/sings/plays music, looks cute/cuddly, etc. Ask the students if the student describing the item has described it accurately. Ask the students if other things can be described by using their senses.

Procedures

Instructor Procedures/Instructional Strategies:

1. The counselor will pass out the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and tell the students that just like the above item was described, we can describe respect. Tell the students that they are going to be writing down what respect looks like, sounds like and feels like.
2. Have students voluntarily share what they have written on their activity sheets and discuss, letting students write down or make changes to their sheets. Encourage students to give personal or other examples of what they mean with their answers.
3. Ask students how what they have written can be used as a plan to show respect towards others.

Student Involvement/Instructional Activities:

1. Students will write down what respect looks like, sounds like and feels like.
2. Students will volunteer to share what they have written on their activity sheets, discuss one another's answers as a group and make changes to their sheets. Students should be able to give examples of their answers.
3. Students should be able to discuss how knowing what respect looks, sounds and feels like will enable them to develop ways and plan

<p>4. Hand out the <i>Planning to Use Respect</i> Activity Sheet. Read the directions and explain that they will choose one person not listed to show respect towards. Make sure that students know they are to practice their plans. Have the students complete the sheet in class.</p> <p>5. Have students turn in their <i>Respect: Looks Like, Sounds Like, Feels Like</i> Activity Sheet. They may keep their <i>Planning to Use Respect</i> Activity Sheet.</p>	<p>to show others respect.</p> <p>4. Students will complete the activity sheet showing that they have plans/strategies they can develop to show respect to a variety of people in their school community and home environments.</p> <p>5. Students will turn in the first activity sheet and take the second one with them.</p>
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Teacher Follow-Up Activities

The teacher can post the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheets on a bulletin board of respect as a reminder to the students of how they could develop ways to show respect.

Counselor reflection notes (completed after the lesson)

Respect: Looks Like, Sounds Like, Feels Like

What does respect look like?



What does respect sound like?



What does respect feel like?



Planning to Use Respect

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person	 Looks	 Sounds	 Feels
My Parents			
My Teachers			
My Friends			
My Classmates			
My Neighbor			
My (siblings, grandparents...choose someone not listed above)			

Unit 2 Title: R-E-S-P-E-C-T...Find Out What It Means to Me (and You)

Lesson Title: R-E-S-P-E-C-T: A Basic Skill

Lesson 2 of 3

Grade Level: 7

Length of Lesson: A minimum of four 50-minute class periods. (Consider implementing this lesson over time so *Operation R-E-S-P-E-C-T* advocacy plan and products are developed to their fullest.)

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.B.07: Promote acceptance and respect for individual differences.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.

Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)

Production Resources (e.g., paper, markers, and recording equipment – video and audio)

Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line). Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.

Examples of multi-media advertising campaign(s); slogans, “theme songs”, logos (to be gathered by students outside of school)

Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy

Performance Scenario Activity Sheet

Performance Scenario Rubric

Activity Sheet 1

Activity Sheet 2

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
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems

	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	1. Speaking and writing standard English 4. Writing formally (e.g., reports, narratives, essays) and informally (e.g., outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
X	Social Studies	7. Use the tools of social science inquiry
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines.

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply knowledge about respect to develop a school wide plan to promote respect in their school.

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.
Students will become involved in a simulation as an advocate for a school-wide commitment to R-E-S-P-E-C-T as a way of life.

Lesson Preparation

Essential Questions: What does respect mean? How would respect as a basic skill make a difference in our school?

Engagement (Hook): Gather print and non-print examples of advertising campaigns for a familiar product (e.g., brochures and multi-media presentations for the DVD of a box-office hit movie). To the extent possible, override or block out product/event names on the packaging. Play and/or show advertising “mechanisms.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
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<ol style="list-style-type: none"> 1. The counselor will introduce the lesson using the Hook. After showing/playing the first of the advertisements/commercials, explain Activity Sheet 1, its purpose, and student tasks. (Be sure products are numbered and that the numerals match the numerals on the data entry form.) After each advertising example, students will record what they believe to be the product name in Column A of Table 1 on Activity Sheet 1: <i>RESPECT by the Numbers</i>). 2. After each of the media examples has been viewed/heard and students have entered their responses in Column A of Table 1, show the actual or a facsimile of the product being promoted by each advertisement. As products are displayed, students write correct product name in second column of A in Table 1. In Column B, students will indicate whether or not they responded with the correct product name. 3. The counselor (or classroom teacher) will facilitate data collection and data entry by providing leadership for the completion of Columns C (current ownership and use) and Column D (potential ownership/use). 4. When data have been entered, students will gather/analyze data to determine the percentage of students who correctly identified the products advertised (Column B); the number who already own or use the product (Column C); and who, if they could, would buy the product after seeing the commercial/ advertisement for the product (Column D). 5. To accomplish the aggregation of the data, assign students to a 3 or 4 member group to compile individual results into group results. Assuming the class will be divided 	<ol style="list-style-type: none"> 1. Students will enter what they believe to be the name of the products in Column A of Activity Sheet 1: <i>RESPECT by the Numbers</i>. 2. When all advertising has been viewed or heard and the product names have been listed in Column A, students will re-view/listen to advertising message for each product, participate in a discussion about the products and their names and enter the correct product names in second column of A. They will self-score their responses and indicate in Column B whether or not they responded with the correct product name. 3. Working with the guidance of the counselor or classroom teacher, the data collection and data entry process will be continued. Columns C (current ownership and use) and Column D (potential ownership/use). 4. Students will assist with counting and recording responses in Columns B, C, and D. 5. Students will ask questions to clarify their tasks and work with others to compile group data for one Column: B, C, or D.
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<p>into at least 6 teams, we suggest that 2 teams work (independently) on compiling the data for one column (B, C, or D). In that way, a system of checks and balances occurs. Enter the results in Table 2 of Activity Sheet 1.</p> <p>6. Ask students who compiled data for the separate columns (B, C, or D) to present the results from Table 2 to the rest of the class. Class members who are not presenting, may use Activity Sheet 1 to record the results.</p> <p>7. As results are shared, bring out the following themes and ideas (if members of the groups or class don't mention the themes.)</p> <ul style="list-style-type: none"> • Planned use of media sells products. • The most successful advertising is that which embeds a concept or opinion of the product in other's thinking. • If respect is to be considered a basic skill, we must sell it via a planned media campaign, a-la- "Operation R-E-S-P-E-C-T." • Seventh graders can be a catalyst for communicating respect as a way of life within their schools. • We all have a social responsibility to advocate for the respect of all people, especially those who are too young to advocate for themselves <p>8. Review the conceptual essence of the 6th grade lesson: using more than one sensory modality enables us to gather data that might be overlooked if only one sensory mode were used. Remind students that in the sixth grade lesson, they were taking responsibility for communicating their respect and honoring of others.</p> <p>Distribute copies of Activity Sheet 2- <i>Planning to Use Respect</i>. Ask for volunteers to talk about the parts of their</p>	<p>6. Students will participate in the planning and delivery of an informal presentation regarding the results of the survey process.</p> <p>7. Students who are not presenting, will practice team skills by asking questions, making suggestions and being supportive of those presenting.</p> <p>8. Students will volunteer to share their successes and challenges in implementing their sixth grade plans to show respect.</p>
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<p>plans they have been able to continue beyond the 6th grade lesson.</p> <p>Closure for Steps 1-8 of this lesson: Ask: How does communicating respect for another relate to our purchase of products? How might the use of multi-sensory modalities be used to increase sales? Encourage looking and listening for ads that incorporate multi-sensory modalities.</p> <p>NOTE: This is a good place to end the first day of the Operation R-E-S-P-E-C-T planning process.</p> <p>9. Ask students to tell about their observations regarding the use of multi-sensory modalities in advertising. As needed, review the hook. You are seeking examples of advertisers using multi-sensory approaches to influence consumers to buy their products.</p> <p>10. Write Auditory, Visual, and Heart Feeling as column headers on dry erase board, SMART Board, or chart paper.</p> <p>Introduce the Performance Scenario and “Operation R-E-S-P-E-C-T” campaign by asking: “What makes you buy a product?” As they brainstorm, write their words in the column where the words fit best—add additional sensory modes (taste, smell, touch) if needed.</p> <p>11. “How do companies know the best way to influence consumers?”</p> <p>12. Tell the students that they are going to become advertising executives for an ad</p>	<p>9. In groups, students will identify the sensory modes that were used in the advertisements presented as the Hook for this lesson.</p> <p>10. As a whole group, students will identify what influences them when deciding whether or not to buy a product.</p> <p>11. Students will contribute to information with personal examples regarding companies’ use of multi sensory modalities to determine best way to influence consumers to buy products (e.g. taste tests in the grocery store, interview in department store about clothing preferences).</p> <p>12. Students will contribute to discussion re: selling a concept – what does it mean?</p>
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<p>firm that has been hired by your school to sell the concept of “R-E-S-P-E-C-T: A Basic Skill and A Way of Life” to the school community. Ask students what selling a concept means to them. Remind students that the purpose of the plan for communicating respect to family members was a plan to sell a concept—I respect and honor you, my mother.</p> <p>Distribute the Performance Scenario and rubric. Provide students time to read the scenario and the rubric guidelines. When students have had time to read the scenario and guidelines, open the discussion to questions about the assignment.</p> <p>When individual questions have been answered, assign students to their advertising teams. Guide students in introducing themselves by telling about the skills they each will bring to the work of the team (e.g. art poetry writing, rap singing, organization).</p> <p>13. Assignment: Tell students they are to begin thinking like an ad executive—each student will look for comprehensive product-advertising campaigns and bring examples to the next counseling class. Examples may be from any type (legal) business.</p> <p>Before the next meeting time, students will write a one-two page informal writing describing of the large-scale ad campaign, hypothesizing about target audience and how the company’s campaign appeals to that audience. The last paragraph of the student’s writing will demonstrate the transfer of knowledge and understanding gained through observing/analyzing large scale advertising campaigns to the development of the “Operation R-E-S-P-E-C-T campaign.</p>	<p>Students will read the Performance Scenario and rubric and ask clarifying questions.</p> <p>Students will meet with their advertising teams to get acquainted with each other as members of the same team. Each will complete A self-assessment and asset search –What strengths do I bring to this team as a “knowledgeable worker”? What personal strengths do I possess that will facilitate the use of every team member’s positive energy?</p> <p>13. Students will ask questions to clarify the kinds of examples and the resources that are available for finding examples.</p> <p>Students will ask clarifying questions about the informal writing assignment.</p>
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<p>(Note: Suggested breaking point between day 2 and day 3 of lesson implementation).</p> <p>14. Steps 14 onward: Demonstrating GLE 2.2 7th grade Advocacy Competence. Students will join with team members to discuss observations from the real world of advertising.</p> <p>15. The Performance Scenario Begins: The teams will begin with a team conversation about each individual’s vision for “Operation R-E-S-P-E-C-T –Making Respect a Basic Skill and a Way of Life in the Middle School. The creativity of the team is encouraged—Each one of the members brings a unique creativity to the team—team members are responsible for helping everyone’s talent and creativity come alive during the planning for the Performance Scenario. When individual visions have been shared, the collaboration and division of labor begins with the team outlining each aspect of the plan and assigning people who will carry out each responsibility and identify the accountable person in each team.</p> <p>16. You-Guide on the Side: Teams will follow the Performance Scenario Rubric. The counselor and/or classroom teacher is/are urged to use restraint and curb the desire to save students from “mistakes” or embarrassment—students will learn more and gain more self-confidence if they are allowed to work their way out of a mess”. Be available for support and a helping hand when a team needs it. Spend time with each team—listen to their conversations to determine what, if any, re-direction is needed. Midway through time allotment, remind students of time remaining and answer any “good of the cause”</p>	<p>14. Each student will contribute to discussion by promoting the linkage between and among the comments/observations of team members</p> <p>15. Students will imagine and explore with other team members ways to make respect for self and others a basic skill and a way of life.</p> <p>A multi-media station (computer/projection equipment/printers) will facilitate the mechanics of writing the plan.</p> <p>16. Team members will develop an Action Plan for the Operation R-E-S-P-E-C-T making respect for others a way of living. In their plans, students will include “accountability checks” with their partners.</p>
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<p>questions—i.e. questions that pertain to everyone. Remind teams of product you are expecting to see at the end of this period. This is a place for real collaboration between classroom teacher and counselor – Work with CRT to incorporate time for teams to work together in classroom.</p> <p>The last Step: Performing and Reflection Projection:</p> <p>17. Teams will each make a 7-minute presentation of their Operation R-E-S-P-E-C-T plan. Class members who are not presenting will serve as the school board/Advisory Council and will use the rubric as a checklist. At the end of each presentation 3 minutes will be set aside for writing, Students utilize Checklist and Reflection/projection statements to identify their next steps—as individuals/as a class in order to follow-through with “Operation R-E-S-P-E-C-T.</p>	<p>17. Students will write thoughtful “I learned ...” statements; four students will volunteer to share their statements.</p> <p>Students will make arrangements (i.e., get permission) to post the materials they developed as a part of their proposal in high visibility, community places around the school.</p>
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Teacher Follow-Up Activities

The counselor and the classroom teacher will collaborate in order to make **Operation R-E-S-P-E-C-T** “work” successfully. The classroom teacher will be asked to provide a time each day for students to talk together about their observations of **R-E-S-P-E-C-T** becoming known as a basic skill and a way of life in the middle school.

Counselor reflection notes (completed after the lesson)

PERFORMANCE SCENARIO **“Operation R-E-S-P-E-C-T”**

Goal: (of scenario): Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

Role: You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team-meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

Supporting Characters: (**note:** the number and titles of supporting characters will vary depending upon your specific situation). Your co-workers and members of the advertising company’s team (7); school board and advisory council representatives (2); School Administrator (1) and any others deemed necessary.

Audience: All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

Situation: Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students’ suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students and punish others.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school community.

Product, Performance and Purpose: You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be reviewed and endorsed by all groups holding a vested interest in making R-E-S-P-E-C-T a way of life in the middle school. Examples of strategies and materials will be available for all to review (e.g., poster samples, theme song, motto). The plan will be presented to the Board of Education and the Advisory Council with the goal of making the Operation R-E-S-P-E-C-T plan a part of the district’s strategic planning process from year to year.

Performance Scenario Rubric

Reviewer: _____ **Date** _____ **Role** _____

Standards and Criteria for Success:

- 1 = one or two elements present
- 2 = two or three elements present
- 3 = All elements present; explanations and descriptions are one or two sentences in length and step x step processes/procedures/outcomes are not provided.
- 4 = All elements present; explanations and descriptions are thorough and clear; step x step processes/procedures/outcomes are provided
- 5 = All elements present; explanations and descriptions are thorough and clear; step x step processes, procedures, outcomes are provided; plan document is organized, specific details easy to find through Table of Contents and an index.

Your proposal/plan will include:	1	2	3	4	5
An introduction and overview of the process and intended outcomes (an executive summary)					
Input from members of the school community as evidenced by: <ul style="list-style-type: none"> •interviews/surveys which sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). •a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data). 					
Proposed activities and people involved in each activity are identified, e.g., Activity 1 = Production of eye- and thought-catching R-E-S-P-E-C-T posters People involved = All students will work with a partner to design and produce a poster. Time Line = Begin September 1; Posters displayed: October 1; Budget = Supplies for poster production \$250.00 Accountable Person = Jim and Jane Activity 2 = categories above are repeated for each of the proposed activities.					
Anticipated effects in students' lives and learning: what will students know and be able to do as a result of the activity? Short term/medium term/long term effects related to activities and Operation R-E-S-P-E-C-T					
Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, will be used to assure project success.					
Assessment of results: Measurement of Success					
Overall time line, budget, persons accountable for each phase or task.					
References/Resources used during process of developing proposed plan.					

Reflections: I Learned

It would have been helpful for me if team had

OR

The next time I do a team activity like this, I, _____

I rate the success of the planning process and document as:

High 5 4 3 2 1 Low

RESPECT as a basic skill and a way of life is a worthy goal for a harmonious world; therefore, I will act on my social responsibility via the following actions for social justice:

_____ by ___ / ___ /200__

Signed _____ **Witness** _____

Activity Sheet 1
(Sample tables to accompany 2.2 Grade 7 Unit 2 Lesson 2)
Preliminary Analysis of Data Collected Regarding Media Influence
R-E-S-P-E-C-T: A Basic Skill by the Numbers

Date Data Collected _____ Name of Data Collector _____

Methodology (e.g., Purpose of Data collection? How were data collected? How was sample selected, how and by whom will data be used?)

Table 1: Results

Column A Products <i>What I Think/ What the advertising firm says.</i>		Column B Students Who Correctly Identified the Product		Column C Students Who currently own/use the product.		Column D Students who, if they could, would buy /use the product as a result of advertising.	
<i>In my humble opinion, the product is _____</i>	<i>According to the advertising firm, the product is _____</i>	<i>I Got It Right!!!!</i>		<i>I own and/or use the Product.</i>		<i>If I could, I'd buy and/or use the Product!</i>	
		Yes	No	Yes	No	Yes	No

Table 2: Percentage of students responding “Yes” to query in Columns B, C, D, Table 1

Number of students in attendance when data were collected	Number of non-responders	% of Students Who Correctly Identified the Product	% of Students Who currently own/use the product.	% of Students who, if they could, would buy /use the product as a result of the advertising.	Comments:

What do the data tell you and your team?

What information do you need in addition to the survey data?

Activity Sheet 2
 (2.2 Grade 6/7 Unit 2 Lessons 1/2)
Respect: Looks Like, Sounds Like, And Feels Like ...
PLANNING TO USE RESPECT

Note: This Activity Sheet was implemented in 2.2 Grade 6 Unit 2 and will be used in 2.2 Grade 7 Unit 2 to review the use of multi-sensory data to gather information.

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person--Use first names or initials to identify the people about whom you are writing.	 Looks Like ...	 Sounds Like ...	 Feels Like ...
Respect For My Parents			
Respect For My Teachers			
Respect For My Friends			
Respect for My Classmates			
Respect For My Neighbor			
Respect For My ... (siblings, grandparents ... someone not listed above)			
Respect For Myself			

Self-Assessment: (Please write your thoughtful responses on the back of this worksheet.)**

- As I reviewed my responses—I learned I _____.
- If I want to show others that I have respect for who they are, I need to do more _____ and do less _____.

Unit 2 Title: R-E-S-P-E-C-T...Find Out What It Means To Me	
Lesson Title: A Stranger Among Us	Lesson 3 of 3
Grade Level: 8	
Length of Lesson: 45 minutes	
Missouri Comprehensive School Counseling Big Idea: SE.2: Advocate respect of individuals and groups.	
Grade Level Expectation (GLE): SE.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet– <i>A Stranger Among Us</i>
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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 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 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
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
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X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 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	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will answer five questions about getting to know someone who is different than them.

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 in the list of responses generated by the final question: “What might you be missing out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”

Lesson Preparation

Essential Questions: Why is respect for others important? Why is acceptance of differences not always an easy thing?
Engagement (Hook): Show a short clip or photo of R2D2. Emphasize that R2D2 shows great bravery in rescuing his friends from many perils.

Procedures

Instructor Procedures/Instructional Strategies: 1. Write each of these words on the board: Religion, Culture, and Ethnicity. Ask students to look up the words in the dictionary and select one student per each word to write the definition on the board. Lead a discussion on the similarities and differences between the	Student Involvement/Instructional Activities: 1. Students will look up words individually and if asked, will write the definition to a select word on the board. Students will participate in discussion using active listening skills.
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<p>words.</p> <p>2. Discuss skills needed to show acceptance and respect of others.</p> <p>3. Breaking the students into small groups, use the <i>A Stranger Among Us</i> worksheet to facilitate discussion. Randomly select students to report group findings.</p> <p>4. Separate groups and ask students to individually write a response to: “What might you miss out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”</p> <p>5. Write student-responses on the board for review and further processing.</p>	<p>2. Students participate in discussion.</p> <p>3. Students will discuss their responses in small groups and be prepared to report on a random basis, at teacher discretion.</p> <p>4. Students will work individually and respond to the question on paper. When students are finished writing, they will tell the teacher their responses as asked.</p> <p>5. Students will look at the list of things they will miss out on by not accepting individual differences and come to a self-awareness.</p>
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Teacher Follow-Up Activities

Teacher can leave the list on the board and continue discussion if appropriate.

Counselor reflection notes (completed after the lesson)

A Stranger Among Us

Envision sitting in your classroom and in walks a Star Wars character, such as R2D2. The teacher assigns the character to sit next to you.

1. What is your initial reaction?
2. What might that character be feeling?
3. How can you show the character that you respect him/her?
4. Which interpersonal skills will become important in this situation?
5. What can you say to those who don't show accepting behaviors?

Final question:

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: R-E-S-P-E-C-T-Find Out What It Means To You (And Me) Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 40 – 90 minutes each				
ESSENTIAL QUESTIONS: 1. What is respect?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will develop three strategies that will promote acceptance and respect in the school and community.		SE.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community.		W.6.2 W.6.10 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.5	SE	Level 3
		SE.2.B.07: Promote acceptance and respect for individual differences.				Level 4
		SE.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.				Level 4
2. The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.		SE.2.B.06 SE.2.B.07 SE.2.B.08		W.7.1 W.7.2 W.7.4	SE	Level 3 Level 4 Level 4

				W.7.5 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6		
3. The student will answer five questions about getting to know someone who is different than them.		SE.2.B.06 SE.2.B.07 SE.2.B.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	SE	Level 3 Level 4 Level 4
ASSESSMENT DESCRIPTIONS:						
Students will demonstrate the process of advocating peacefully, knowledgably, and with an identifiable purpose and plan.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons:					
2	6 th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like					
3	7 th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill					
	8 th Grade Lesson # 3: A Stranger Among U					
	INSTRUCTIONAL ACTIVITIES: (What Students Do)					

1 2 3	See Lessons: 6 th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7 th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8 th Grade Lesson # 3: A Stranger Among U				
	<u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview Ls. 1, 2 <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation Ls. 2 <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input checked="" type="checkbox"/> Concept Attainment Ls. 2 <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 2 <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls. 1, 3 <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 1 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1, 3 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning Ls. 2 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 3 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Unit #3 Title: Conflict Resolution—I am part of the Solution! **Grade Level:** 6-8

Number of lessons in unit: 4

Time required for each lesson: 30- 50 Minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: My Problem...Your Problem...Our Problem

Materials/Special Preparations Required:

 Wrapped food item

How Am I Responsible? Activity Sheet for visual display

 SMART board or other visual display

7th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best

Materials/Special Preparations Required:

How Am I Responsible? Activity Sheet

 3x5 Index cards in three colors

 Scrap paper

 Video equipment

How Did We Do – As a Team? (Group Assessment of Process)

8th Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

 Note cards cut in half, with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)

 Wrapped candy

 Blank paper which students will fold into thirds

 Blank paper for conflict shield

 Colored Pencils/markers

8th Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

Put Yourself in Check Worksheet

Missouri Comprehensive School Counseling Big Idea:

SE.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectations (GLEs):

SE.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. (DOK: Level - 4)

SE.2.C.07: Practice problem-solving and conflict-resolution skills. (DOK: Level - 2)

SE.2.C.08: Exhibit an awareness of personal responsibility in conflict situations. (DOK: Level 2)

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

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

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions

	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why do I need to take responsibility?

Unit Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two scenarios.
 The student will write and perform one scenario demonstrating conflict resolution skills.
 The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.
 The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

Unit Instructional Strategies/Instructional Activities:

- Direct (Structured Interview; Guided & Sharing – reading, listening, viewing, thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping; Concept Attainment)
- Experiential (Simulations; Storytelling; Focused Imaging; Role Playing)
- Independent Study
- Interactive Instruction (Role Playing; Brainstorming; Discussion; Think, Pair, Share; 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 complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Brief Summary of Unit:

Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.

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

Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. Students will also need to know what the definition of conflict is.

Unit # 3 Title: Conflict Resolution—I am part of the Solution!

Lesson Title: My Problem...Your Problem...Our Problem **Lesson 1 of 4**

Grade Level: 6

Length of Lesson: 50 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.C.06: Apply problem-solving and conflict-resolution skills to new challenges.

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

Materials (include activity sheets and/ or supporting resources)

Wrapped food item
How Am I Responsible? activity sheet for visual display
 SMART board or other visual display

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
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 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two scenarios.

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.
 Students will participate in question and answer discussion and in completing the *How Am I Responsible?* activity sheet.

Lesson Preparation

Essential Questions: Why is it important to accept personal responsibility in our relationships with others?

Engagement (Hook): Ask the students to list any new challenges they have faced this years as a sixth grader. As the students come up with responses write them on the board/chart paper.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Tell the students you want them to help you list any new challenges they have faced this year as a sixth grader. Write the items students come up with on the board. If students have difficulty in listing items give them some ideas or examples of challenges you are aware they may be facing. 2. Circle the items on their list that deal with other people and their relationships with them. Review feelings, compromising, problem-solving and conflict-resolution skills. Ask the students how those items have anything to do with the relationship challenges listed on the board. Make sure to highlight that with true personal responsibility, when conflict exists in a relationship, each person bears a part of the problem. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will volunteer to share challenges they have faced this year as a sixth grader. They may list things such as: having a locker, moving from class to class, carrying a lunch card, having an increase in homework, taking notes, going to school dances, making new friends, fighting with old friends, being bullied, etc. 2. Students should be able to see that relationships with others are a challenge and that new challenges have arisen this year. Students should be able to discuss in-depth feelings, compromise, problem-solving and conflict-resolution. They should be able to see that each person in a challenging situation has feelings and that those feelings may differ, that compromise is a positive step to working out challenging situations, and that problem-solving and conflict-resolution skills are
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<p>3. Project or display the <i>How Am I Responsible</i> activity sheet. Read the situation and lead the discussion on the questions.</p> <p>4. Complete the lesson by asking students to come up with relationship situations that may have arisen during the school year and discuss with students in the same manner as with the situations on the activity sheet.</p> <p>5. Students will be encouraged to apply and practice the skills discussed during this lesson.</p>	<p>necessary to resolve conflict between people.</p> <p>3. Students will be discussing the answers to the questions on the activity sheet. Students should be able to see the importance of problem-solving and conflict-resolution skills in facing new challenges in relationships.</p> <p>4. Students should be able to present real-life situations and discuss the situations using the same format as the activity sheet.</p> <p>5. Students should apply and practice the skills discussed during this lesson.</p>
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Teacher Follow-Up Activities

The teacher may encourage students to use problem-solving and conflict-resolution skills when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

Instructional Activity 2_SE2-Gr6-8-Unit3-Lesson1 Page 4 of 4
How Am I Responsible?
(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead, and you go to the party with that friend. Your parents find out and they ground you.

How do you feel? _____

How do you think your parents feel? _____

How can you show your parents you are willing to accept personal responsibility?

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are not spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because they are too worried about things happening at home.

How do you feel? _____

How do you think your friend feels? _____

How can you show your friend you are willing to accept personal responsibility? _____

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

Unit # 3 Title: Conflict Resolution – I am part of the Solution!

Lesson Title: “Re-Solutioning”: Practice Brings Out Our Best

Lesson 2 of 4

Grade Level: 7

Length of Lesson: 2 - 50 minute sessions

Note: This lesson is designed for expansion in two possible ways. The first possible expansion includes making a film to use with younger children. The second possible expansion stops short of actually making the film. Instead, it shares the work of the 7th grade students with younger students, providing the opportunity for a quasi-service learning experience for the older students, and connections with the future and education for the younger students.

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.C.07: Practice problem-solving and conflict-resolution skills.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

How Am I Responsible? Activity Sheet

3x5 Index cards in three colors

Scrap paper

Video equipment

How Did We Do – As a Team? (Group Assessment of Process)

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
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 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)

Specific Skill(s)

Missouri Comprehensive School Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally, participating in formal and informal presentations and discussions of issues and ideas 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write and perform one scenario demonstrating conflict resolution skills.

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.
Students will write scripts for scenarios to be “re-solutioned.” One re-resolution scenario will be role played for whole class.

Lesson Preparation

Essential Questions: Why is personal responsibility important?

Engagement (Hook): Without saying anything, begin the lesson by playing a 1-2 minute segment of a video/DVD involving people (**NOTE:** any video will do—the process of re-winding and editing is the focus); freeze/pause the action; rewind with the picture showing and pause/freeze the beginning of the scenario.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Ask for volunteers to describe what they observed happening and to project what will happen next (focus on the PROCESS of playing, stopping, re-winding, starting over). Guide students in discovering:</p> <ul style="list-style-type: none"> • Actors have a script to follow. • In filmmaking, the process of editing and/or re-doing a conflict scenario makes the final result “perfect.” • In stage productions, rehearsals are held for weeks before the production opens. • In real-life-action, we don’t have the luxury of a script and editing in conflict situations—OR DO WE? <p>2. Review with students their past learning in regard to conflict resolution, e.g.,</p> <ul style="list-style-type: none"> • STAR: Stop—Think—Act—Review • Steps in the conflict resolution process. • Personal responsibility and problem ownership <p>3. Emphasize that we DO have the opportunity to stop our action in order to bring out the best – within ourselves and within the conflict.</p> <ul style="list-style-type: none"> • Humans are capable of stopping action and starting over • Each person in a challenging situation has feelings and thoughts that may differ from the other’s thoughts and feelings about the same situation. (See 6th grade 2.3 lesson) • Problem-solving and conflict-resolution skills are necessary to resolve conflict between people. • Compromise is a positive step toward working out challenging 	<p>1. Several (4 or 5) students will volunteer to tell about their observation of the play, freeze, re-wind, freeze process. Compare the ability of the VCR to stop when there is a problem with our typical ways of reacting to the challenge of real-life. Contribute by considering the ways people solve conflict on television. {A sidebar: Why do the producers of movies, TV shows, and video games depict violence as a way to solve problems with another person?}</p> <p>2. Students will build on each other’s contributions by asking questions or providing more information about prior learning and solving conflicts peaceably, respectfully and productively.</p> <p>3. Students will discuss the role of feelings, compromise, and problem solving in the conflict-resolution process.</p> <p>Students will identify a time when they used courage to face-up to a conflict.</p>

<p>situations</p> <ul style="list-style-type: none"> • Courage is required when the conflict or problem is between human beings. • Practice will help us be better prepared to say, “Wait a minute! I didn’t like the way I said that ...I’d like to start over.” • In time, and with practice, putting ourselves “in check” will become more natural in our real-life action scenarios. • R-E-S-P-E-C-T is at the heart of the motivation to bring out the best—within us and within the resolution of the conflict. <p>4. Reminder and Review of 6th grade lesson: Students will need the sixth grade 2.3 Activity Sheet <i>How Am I Responsible?</i> (If students monitor year-to-year growth by keeping completed Activity Sheets in a “portfolio”—ask them [before the lesson] to have their portfolios available for this lesson. If they do not have portfolios [and as a back-up for those who forget or can’t find portfolios], copy the 6th grade 2.3 activity sheet <i>How Am I Responsible?</i> [attached]).</p> <p>Emphasize empathy and re-storying as critical aspects of personal responsibility in the problem-solving process.</p> <p>5. Ask 3-4 students to (voluntarily) share relationship situations they have experienced since completing the activity sheet in 6th grade and the ways the process helped to “re-solution” the conflict.</p> <p>6. Peer, Parents, and Teachers: Re-solutioning conflict in relationships with Peers, Parents, and Teachers.</p> <ul style="list-style-type: none"> • Assign students to teams of two. Give each team three (3) index 	<p>4. Remind students to bring their completed 6th grade GLE 2.3 activity sheet <i>How Am I responsible?</i></p> <p>5. Students will review and refresh their thinking about resolving conflicts and will volunteer to share a personal situation in which using the problem solving procedure resulted in a stronger relationship.</p> <p>6. Students will actively participate in work of team via such activity as:</p> <ul style="list-style-type: none"> • Contributing real-life conflict scenario(s) with peers, a parent, or a teacher.
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<p>cards—one each of three different colors (e.g., yellow, green, blue),</p> <ul style="list-style-type: none"> • Students will develop three brief real-life conflict scenarios in which the solution applied is hurtful to all. The first scenario will be a real-life peer conflict, the second, a real-life conflict with a parent (or parents) and the third, a real-life conflict with a teacher. • Write the completed scenarios on the cards: <ul style="list-style-type: none"> Peer conflicts--yellow cards; Parent(s) conflict--green cards Teacher conflict--blue cards. (Note: colors are suggestions rather than mandates.) • Scenarios will be put in stacks by color, shuffled (by color), and one of each color (3 cards total) will be given to each team. <p>7. Becoming filmmakers: Join two teams together (new teams of four). From the six scenarios the new teams will have, the team will select the “best” scenario for each color (Peer, Parent, Teacher).</p> <ul style="list-style-type: none"> • Cut six slips of paper; write “Parent” on two, “Peer” on two, and “Teacher” on two. Each team will draw one slip of paper from “hat”—this will identify which of the relationships each team will use as the basis for its film. • In final analysis, enacted + re-enacted scenarios will total 11.5 minutes or less. “It’s a wrap!” will include: two scripts – one for the scenario with a non-productive and hurtful solution and the second, for the re-enacted scenario with a respectful and productive solution. The final scripts will include characters, setting, props, dialogue, and description of actions—everything that will be needed for 	<ul style="list-style-type: none"> • Volunteering to write scenarios on cards. <p>7. Students will work with other team members to make decisions about what to include in scenarios</p>
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<p>production of the scenarios.</p> <ul style="list-style-type: none"> • The following steps will be followed: <ul style="list-style-type: none"> ▪ All team members read and write “first thoughts” about story line, the characters and conflict resolution. <p>**This is a good place to end the lesson for this day to be continued on another day.</p> <p>Ask each student to think about his or her team’s scenario and to write “first thoughts” before the next class.</p> <p>DAY TWO:</p> <p>8. Review Day One and “homework” task: Writing “First Thoughts (above).</p> <ul style="list-style-type: none"> ▪ “First Thoughts” will be shared with Team and, as appropriate, incorporated into the team discussion and decision-making about the development of each scenario. The application of skills learned in prior lessons will be a part of this discussion. ▪ Scenario dialogues will be developed with all team members contributing. ▪ Cast of characters and descriptions will be developed; characters will be cast in roles. ▪ Read-through(s)—Once scripts are developed and the cast of characters known, scenarios will be read through by characters to get the feel of the flow and to modify scripts as needed. After each read, team members will talk about scenario and problem solving processes depicted in scenario. ▪ Blocking of action and character movement. After several oral read-throughs and additional modifications made to scripts, action will be blocked. During this “step” movement of the characters in each scenario is determined. ▪ Rehearsals will provide additional 	<p>8. Students will have their “First Thoughts” written and ready to discuss with team members.</p> <p>Students will work collaboratively, cooperatively and cheerfully with other Team Members to develop scenarios for production.</p>
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<p>opportunity for modifications to occur.</p> <p><i>Please note: time availability will determine how much of the above will be implemented and whether or not the filming will actually take place. The strategies leading to the filming can be used to develop an understanding the relationship between “practicing” and the “re-solutioning” of a conflict/problem-solving situation. Practice in a safe environment makes it easier to re-solution conflict situations as they arise in real life.</i></p> <p>9. Becoming problem solvers in the process of filmmaking: It is inevitable that conflicts and problems to be solved will emerge during the process of students working as a team. Establish the process of “meta-processing” as a required part of any team meeting. Learning to view “meta-processing” as an expected part of the team’s agenda—first item as well as last—will help students develop skills to work positively with conflict when it occurs. Positive and productive problem solving fosters relationships that promote self-respect and respect for others AND greater team productivity (see Group Assessment Process [attached]).</p> <p>10. Filmmaking? Maybe Yes; Maybe No. If you must end this lesson before the scenarios can be filmed, gain closure by having students “act out” scenarios in your classroom as well as in the classrooms of early learners. Use the checklist provided as a means for self-assessment, peer assessment and educator assessment.</p>	<p>9. Students will demonstrate courage by taking the risk to initiate and/or participate in meta- processing with the mind of a researcher—open curiosity.</p> <p>10. Students will participate in assessment event as enactors or observers.</p>
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Teacher Follow-Up Activities

The opportunities for collaboration with the classroom teacher are endless. For example, if the counselor has provided the classroom teachers with an overview of curriculum framework and this lesson, the teacher will be able to use the concepts and skills developed during the

Counseling Lesson(s) when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

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How Am I Responsible? (Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel? _____

How do you think your parents feel? _____

How can you show your parents you are willing to accept personal responsibility?

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are not spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because they are too worried about things happening at home.

How do you feel? _____

How do you think your friend feels? _____

How can you show your friend your willing to accept personal responsibility? _____

What could you have done differently? _____

How could problem-solving or conflict-resolution skills have helped in this situation?

HOW DID WE DO – AS A TEAM?
Group Assessment of Process

This group assessment is intended to provide team members with a method to objectively monitor productivity of team. The “Think-Pair-Share” process will be used. Think about questions individually. Talk about responses with a partner. Share responses with the whole group.

Goals for this Work Session (to be specified at the beginning of a work session):

Goals were accomplished **Yes** **No** **Partially**

Explanation:

Examples of accomplishments:

Level of Participation:

I felt listened to:

My contributions:

I listened to others:

Other team members listened to all other team members:

What I liked/appreciated about our team work:

What I would change if I were doing this over:

In order to make change, I need:

It would help me to be more productive if:

<p>Unit # 3 Title: Conflict Re-<u>solution</u>....I Am Part of the <u>Solution</u></p> <p>Lesson Title: My Conflict Shield Lesson 3 of 4</p> <p>Grade Level: 8</p> <p>Length of Lesson: 30-45 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.C.08: Exhibit an awareness of personal responsibility in conflict situations.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Note cards cut in half with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)</p> <p>Wrapped candy</p> <p>Blank paper which students will fold into thirds</p> <p>Blank paper for making conflict shields</p> <p>Colored Pencils/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>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</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>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p>

X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	<ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies
	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.

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.
 Class discussion and worksheet will provide assessment.

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

Engagement (Hook): As the students walk into class, hand them a half of a note card with a famous person/character’s name on it and a piece of candy. Tell them to not talk about the card and do not eat the candy.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Pair students using “Famous Couples with Conflict Cards”. 2. Ask pairs to fold blank paper into thirds. On the first section the student pairs will create one list of skills that they use when in conflict. In the second section ask pairs to create another list of skills that they have seen used successfully, but they have not used themselves. In the third section ask student pairs to create a list of skills that they wish they could develop. Each list must have at least 5 items. 3. Ask pairs to share their lists with the class. Instructor will make a comprehensive list on the board for later use. 4. Keep the students in pairs and pass out another sheet of blank paper. Ask students to draw a shield and break the shield into 12 large parts by drawing lines. Ask the students to title the shield across the top of the paper (not on the shield) “My Conflict Shield”. (It may be helpful if a sample of the shield is displayed to help students understand how to do this.) 5. Ask students to review their lists from earlier or use the list on the board to complete the shield with 12 skills that they believe to be the most useful in conflict resolution. There will be skills that they believe should be on the shield but do not have room for. They must decide the 12 most important and list only 12. 6. Ask students to then color the sections of the shield that list the skills in which they are “excellent” in using. Emphasize to them the importance of being honest with themselves and that this is an exercise in self-awareness and improvement. Remind 	<ol style="list-style-type: none"> 1. Students will find their “mate” and sit together. 2. Students will work together to create the lists that are described. 3. Students will share their lists and compare with others. 4. Students will design a shield worksheet. 5. Students will decide which 12 skills are the most useful in conflict resolution. 6. Students will color the shield accordingly with the goal of being honest with themselves and looking to ways to improve.

<p>them that no one is perfect at conflict resolution and we all can continue to develop our skills. Have them discuss their decisions with their partner and decide how they can become better at the skills that are left white.</p> <p>7. The students that displayed effort during the exercise will be allowed to consume the candy.</p> <p>8. Ask the teacher if the shields can be laminated/protected and displayed inside or outside of the classroom for review.</p>	<p>7. Students that receive approval from the teacher may eat their candy to celebrate self-awareness and the creation of plan to grow personally.</p>
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Teacher Follow-Up Activities

Teacher will be able to use and refer to the student-identified skills on the shields in a variety of lessons.

Counselor reflection notes (completed after the lesson)

<p>Unit # 3 Title: Conflict Resolution...I Am Part of the <u>Solution</u></p> <p>Lesson Title: Put Yourself in Check Lesson 4 of 4</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.C.08: Exhibit awareness of personal responsibility in conflict situations.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>
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Materials (include activity sheets and/ or supporting resources)

<i>Put Yourself in Check</i> Worksheet
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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>Goal 2: communicate effectively within and beyond the classroom</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 ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: make decisions and act as responsible members of society</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, usage, 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
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

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.

Final performances and discussion during the role-play situation will assess whether the skills have been learned or not.

Lesson Preparation

Essential Questions: Why is it important to have self-awareness during conflict?

Engagement (Hook): Announce, “I need 2 volunteers.” After selecting volunteers, ask them to spontaneously role-play a common conflict among 8th grade students. (Be prepared with a few suggestions for them to choose from if they cannot think of one on their own.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Ask students to think of a recent situation where they were involved in a conflict. It can be with a boyfriend/girlfriend, family member, someone at school, teacher/principal, someone in the neighborhood, etc.	1. Students will remember a recent conflict. They need to focus on the cause/purpose, the initial events, the escalation point, the intervention (if any), the final event, and the resolution.
2. Pass out the <i>Put Yourself In Check</i> worksheet. Ask the students to write a brief description of the recent conflict using the focus points in the student involvement section.	2. Students will write a brief description of the conflict using the focus points above.
3. Have the students list the feelings and	3. Students recall feelings and reactions that

<p>reactions that they experienced during the conflict (examples include sweating, anger, making a fist, heart pounding, walking away, frustration, hurt, disappointment, etc.). Ask the students to determine whether the action was appropriate/responsible or inappropriate/irresponsible for that particular situation.</p> <p>4. Have students turn to a neighbor and discuss the situation, their reactions and their responses to their reactions. Each student should provide input to the other.</p> <p>5. Select students to share their situation and reactions with the class. For any reactions that may have been inappropriate, discuss what the appropriate and responsible action would have been and how the situation may have been different.</p> <p>6. Ask for student volunteers to role-play another typical conflict but this time to use interpersonal skills and personal responsibility to resolve the issue.</p> <p>7. Discuss the differences between the conflicts at the beginning of the class and those at the end of the class.</p>	<p>they experienced during this conflict. They list these feelings and then determine if the feeling or reaction was appropriate/responsible or inappropriate/irresponsible for that particular situation.</p> <p>4. Students will share their situation and reactions with a neighbor and using active listening skills, the neighbor will respond to the reactions.</p> <p>5. Participate in discussion by realizing and expressing different reactions that might have led to a different result. Students must begin to realize how personal responsibility in conflict can change the outcome and is a valuable tool in the growing-up process.</p> <p>6. Student volunteers will practice skills learned in class in front of peers.</p> <p>7. Students will become aware of the benefits of accepting responsibility and using interpersonal skills in resolving conflict.</p>
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Teacher Follow-Up Activities

Teacher will be able to use and refer to the skills learned during today’s lesson during future conflicts in the classroom.

Counselor reflection notes (completed after the lesson)

Put Yourself In Check

Think of a recent situation where you were involved in a conflict. It can be with a boyfriend/girlfriend, friend, family member, someone at school, or a teacher/principal. Write a brief description of the conflict.

The cause/purpose:

The initial events:

The escalation point:

The intervention (if any):

The final event:

The resolution (if any):

List all of your feelings and reactions and check the appropriate column:

	Responsible/ Appropriate	Irresponsible/ Inappropriate
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

- 5. _____
- 6. _____
- 7. _____
- 8. _____

For any actions marked irresponsible/inappropriate, what could you have done differently to show personal responsibility and mature conflict-resolution skills?

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: Conflict Resolution—I am part of the Solution! Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 30 – 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why do I need to take responsibility?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply concepts of personal responsibility to at least two scenarios.		SE.2.C.06: Apply problem-solving and conflict-resolution skills to new challenges.		SL.6.1 L.6.1 L.6.3	SE	Level 4
		SE.2.C.07: Practice problem-solving and conflict-resolution skills.				Level 2
		SE.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.				Level 2
2. The student will write and perform one scenario demonstrating conflict resolution skills.		SE.2.C.06		W.7.3	SE	Level 4
		SE.2.C.07		W.7.4		Level 2
		SE.2.C.08		W.7.5		Level 2

				SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.5		
3. The student will create a “conflict shield” which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.		SE.2C.06 SE.2.C.07 SE.2.C.08		SL.8.1 L.8.1 L.8.3	SE	Level 4 Level 2 Level 2
4. The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.		SE.2C.06 SE.2.C.07 SE.2.C.08		W.8.3 SL.8.1 L.8.1 L.8.2 L.8.3	SE	Level 4 Level 2 Level 2
ASSESSMENT DESCRIPTIONS*: Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4	See Lessons: 6 th Grade Lesson # 1: My Problem... Your Problem... Our Problem 7 th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best 8 th Grade Lesson # 3: My Conflict Shield 8 th Grade Lesson # 4: Put Yourself in Check					
	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3 4	See Lessons: 6 th Grade Lesson # 1: My Problem... Your Problem... Our Problem 7 th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best 8 th Grade Lesson # 3: My Conflict Shield 8 th Grade Lesson # 4: Put Yourself in Check					

	<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
	<input checked="" type="checkbox"/> Structured Overview Ls. 1 <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3, 4	<input checked="" type="checkbox"/> Problem Solving Ls. 3, 4 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls. 1 <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation Ls. 2 <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input checked="" type="checkbox"/> Concept Attainment Ls. 2 <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 1, 2, 4 <input type="checkbox"/> Games <input checked="" type="checkbox"/> Storytelling Ls. 2 <input checked="" type="checkbox"/> Focused Imaging Ls. 4 <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 2, 3 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 2, 3, 4 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1, 3 <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share Ls. 2, 4 <input checked="" type="checkbox"/> Cooperative Learning Ls. 2 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 1, 2, 3, 4 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p>					

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 9th-11th)

Time Required for each lesson: 30-45 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

9th Grade: Lesson # 1 - The Clique

Materials/Special Preparations Required

Pens

Pencils

The Clique student handout

9th 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)

10th Grade: Lesson # 3 - Listening Exercise

Materials/Special Preparations Required

Pens

Pencils

Listening Stems activity sheet for each pair of students

10th 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 (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

11th 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

11th 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

12th 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.

Academic Content Area(s)		Specific Skill(s)
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"> 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts
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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

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: The Clique

Lesson 1 of 7

Grade Level: 9

Length of Lesson: 30 minutes

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

SE.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills

American School Counselor Association (ASCA) Mindsets and Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

Pens

Pencils

The Clique student handout

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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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 (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes) 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	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

At the conclusion of the lesson, students will write a reflection on their experiences with cliques. The reflection will be a first person narrative that will include the following:

- The setting (time, place, members of the clique)
- Scenario (e.g. event describing the actions of the clique)
- Overall thoughts, feelings, and any subsequent action as a result of the event
- Advantages/Disadvantages of being a member of a clique
- Advice to younger students regarding clique membership

Lesson Preparation

Essential Questions:

What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Instructor will read the story *The Clique* to students. (See attachment)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:

<ol style="list-style-type: none"> 1. Instructor distributes the story, <i>The Clique</i>, as a referral source for students. 2. Instructor will lead a discussion by posing the following questions: <ul style="list-style-type: none"> • From whose point of view is the story written? • How might the perspective of an outsider change the story? • What are the problems in the story? • Why does Joyce feel pressured by Wanda in her group? • Why did Joyce enjoy her friendship with Sandra at first? • Is it ok to want to be alone sometimes? • What is peer pressure? • Have you ever been in a similar situation? How did you handle it? • If Wanda were telling the story, what would she emphasize? 3. Instructor directs students to write a reflection on their reaction to the story and their own experiences with cliques. (Instructor may want to use discussion questions above as prompts). 	<ol style="list-style-type: none"> 1. Students refer to the story as needed 2. Students will participate in discussion. 3. Students write a personal reflection on their reaction to the story and a short narrative describing their own experiences with cliques (see formative assessment for guidelines).
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Teacher Follow-Up Activities

- Instructor reflects on how cliques have affected his/her life and leads discussion on how they have affected the lives of the students.
- Classroom teacher is encouraged to be aware of cliques and to address issues of exclusivity.

Counselor reflection notes (completed after the lesson)

The Clique

Joyce has just moved to the city and feels lucky that she has found a friend, Sandra. They like to do the same things and have fun together, but each allows the other freedom to go her own way. Joyce also meets Wanda, the leader of a group of young women who seem to have a lot of fun. Joyce is accepted into the group and is swept along with Wanda and the camaraderie. Eventually, the group asks Joyce to give up her friendship with Sandra and do some things Joyce thinks are wrong. The group has planned to visit a shopping mall on Saturday and “take” a few things. When Joyce tells the others that she plans to stay home, Wanda tells her that she must go if she wants to stay in the group. What would you do if you were Joyce?

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Bursting Stereotypes

Lesson 2 of 7

Grade Level: 9

Length of Lesson: 30 - 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.B.09: Explore cultural identity and world views within the community

American School Counselor Association (ASCA) Mindsets and Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

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)

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	<p>Goal 4: Make decisions and act as responsible members of society</p>

	<ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others
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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	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 6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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.

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.

Ask students to write in their journals a reflection on what did they learned about “bursting stereotypes.” What actions will each individual take to continue “bursting stereotypes?”

Lesson Preparation

Essential Question:
Why is respect for others important?

Engagement (Hook):

Walk into room popping balloons (alert other teachers so they know to expect the noise).

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>Before starting the lesson, cut paper for sentence strips (paper or tag board cut to lengths approximately 2 inches wide and 12 inches long), and inflate about two dozen small balloons. Store inflated balloons in a plastic trash bag in a closet.</p> <p style="text-align: center;">Or</p> <p>Cover a classroom bulletin board with white paper. Spread colorful balloons over the bulletin board; use thumbtacks to attach each balloon. This bulletin board is sure to arouse students' curiosity if it is left up for a couple of days prior to the activity.</p> <ol style="list-style-type: none"> 1. Divide chart paper or blackboard into two columns by drawing a vertical line down the middle of the chart, creating a two column chart. Write "man" at the top of one column and "woman" at the top of the other. 2. Ask students to write words or phrases that describe the qualities or characteristics of a man or woman under the appropriate column. Give students several moments to write down their ideas. <p>Examples:</p> <ul style="list-style-type: none"> • Man – tough, don't cry, sports, breadwinner, strong, policeman, and doctor. • Woman – emotional, nurturing, weak, cries, shops, child care, nurse, and teacher. <ol style="list-style-type: none"> 3. Arrange students into small groups and ask them to share their lists. Give each group two minutes per column to brainstorm additional words or phrases. 	<ol style="list-style-type: none"> 1. Have students set up a piece of writing paper in the same way as you (i.e. two columns) 2. Students will write the words or phrases in what they view at the appropriate column 3. Students share their individual lists and brainstorm additional adjectives. A common consensus list will be developed by each team.

<p>4. Bring the class back together to create a master list of the adjectives students used to describe men and women. Write the adjectives on the chalkboard or chart paper.</p> <p>5. Instructor asks some of the following questions:</p> <ul style="list-style-type: none"> • Are you happy with the master list that we have created? Do you see any changes you would like to make to the lists? • Are there terms that do not belong under the heading they are under? Are there any terms that might fit under both headings. • Is it fair to say that all men _____ or that all women _____? <p>6. Write the word “stereotype” on the chalkboard or chart. Ask students if they know what the word means. Share with the students the dictionary definition. (Definition: Noun: an overly simple picture or opinion of a person, group, or thing. Example: It is a stereotype to say that all old people are forgetful.)</p> <p>7 Share the following phrases with students:</p> <ul style="list-style-type: none"> • Men are better at math than women • All politicians are crooks • African-American men are the best basketball players. • Asian men are born to be scientists <p>Ask students to share their reactions to the list above and the master list. What do they observe i.e.: commonalities and differences? Are the statements true? What evidence did students use to form their opinions about the lists? Is it fair to make these sweeping generalizations about groups of people?</p> <p>8. Send students back to their small groups and ask them to come up with additional stereotypes about people they have heard.</p>	<p>4. Each group will share its consensus list</p> <p>5. Students will participate in the discussion.</p> <p>6. Students share their definitions of the meaning of stereotype.</p> <p>7. Students participate in discussions.</p> <p>8. Students write down additional stereotypes.</p>
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<p>9. Bring class back together to share ideas. Write each stereotype on a sentence strip. Examples that you may see:</p> <ul style="list-style-type: none"> • Computer kids are geeky. • Young kids are noisy. • If you wear glasses you are smart. • Poor people are lazy. • Women are better cooks than men. • Boys are more athletic than girls. • Asians excel in math and science. • Blondes are dumb. • Doctors are rich. • Tall people are great basketball players. • Native Americans live on reservations. • All Americans love baseball. <p>Bursting Stereotypes</p> <p>10. Instructor produces bag of balloons. Have each student holding a sentence strip come to the front of the room and read his or her statement aloud.</p> <ul style="list-style-type: none"> • Hold up a balloon as the student calls on classmates to refute the stereotype. • Once satisfied that the stereotype has been blasted, pop the balloon with common pin(s). <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Instructor stands by the colorful balloon bulletin board. • Ask each student to read her or his sentence strip aloud and staple/tape it next to a balloon on the bulletin board. <p>11. When task is complete, lead a class discussion about each stereotype.</p>	<p>9. Students share stereotypes and write each one on a sentence strip.</p> <p>10. Students will participate in activity.</p> <p>11. Students will participate in discussion. Following discussion students will write in their journals describing new understandings as they relate to stereotypes and changes they will make in their lives to help “burst stereotypes.”</p>
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Teacher Follow-Up Activities

The teacher might want to take a look at information about stereotypes that can be found on the Internet. Such information might be incorporated in future lessons or discussions.

Counselor reflection notes (completed after the lesson)

X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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

Lesson Formative Assessment (acceptable evidence):

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

Assessment will be via classroom discussion and personal journal entries.

Students will complete a journal entry regarding communication in relationships.

Lesson Preparation

Essential Questions:

What does a quality relationship look like and how is it maintained?
 What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Instructor will construct a story with a number of specific details and play the “Telephone Game” where each student hears and repeats the story to the next person.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Instructor divides the group of students into pairs with each pair facing each other. Instructor will distribute the <i>Listening Stems</i> activity sheet to each student. The instructor directs the speaker to talk to the listener for approximately 3 minutes, using the sentence stems as a stimulus. The instructor explains that the listener should actively listen. When the speaker 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students get into pairs, face each other, and determine who will be the first speaker and listener. Students will complete instructions given by instructor.
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<p>is finished, the listener should repeat to the speaker what he/she heard the speaker say. The speaker may challenge, correct, or accept the listener's perception.</p> <p>3. Instructor asks partners to reverse roles and gives the same instructions for the exercise.</p> <p>4. Students and instructor will engage in a conversation focusing on communication problems, such as not listening, jumping to conclusions, and making assumptions. The instructor's guidance will include prompts to help students understand how interpersonal difficulties can arise and can create life-long rifts in relationships.</p> <p>5. Lesson will culminate in a personal journal entry. Students will identify what they will do differently to improve communication in a specific relationship.</p> <p>The following questions may be used as journal prompts:</p> <ul style="list-style-type: none"> • As a listener, did you have trouble repeating what your partner said? • Did you, as a listener, want to interrupt the speaker? • How would you evaluate your listening skills? • What did you learn about yourself? 	<p>3. Students reverse roles and repeat listening activity.</p> <p>4. Students will actively engage in discussion – asking and responding to questions.</p> <p>5. Students will create an entry in their journals. See Formative Assessment for prompt.</p>
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Teacher Follow-Up Activities

Classroom teacher will be encouraged to reinforce concept that a good listener can help make and keep friends.

Counselor reflection notes (completed after the lesson)

Listening Stems

Name: _____ Date: _____

I get angry when... _____

I am happiest when... _____

I am afraid when... _____

I hold back my feelings when... _____

I feel sorry for myself when... _____

I avoid... _____

I wish... _____

I would like to learn more about ... _____

I get most irritated when... _____

I care about... _____

I get most excited about... _____

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Origins: A Simple Word Game For Use In Human Relations Trainings **Lesson** 4 of 7

Grade Level: 10

Length of Lesson: 30 - 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.B.10: Promote acceptance and respect for cultural differences within the global community

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

Materials (include activity sheets and/ or supporting resources)

Timer
Three judges
Instructions for “Origins: A Simple Word Game for Use in Human Relations Training
Definitions: Origins: What do these words or phrases mean?
Activity Sheet: Origins: What do these words or phrases mean?

Information pertaining to this activity may be found at the following location:
Teaching Tolerance
400 Washington Avenue
Montgomery, Alabama 36104
www.tolerance.org www.teachingtolerance.org

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

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	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 7. Identifying and evaluating relationships between language and culture
	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)

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

Lesson Measurable Learning Objectives:

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

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. Subjective observation of the activity.

Lesson Preparation

Essential Questions:
Why is respect for self and others important?

Engagement (Hook):
Music and publicity over the announcements reflecting respect.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>Note: The specific instructions for this lesson may be found on the <i>Origins: A Simple Word Game for Use in Human Relations Training</i> handout.</p> <p>In advance, decide which words will be used for each round. Copying the word lists for each round on different colors of paper (e.g. Round One on yellow paper—Round Two on blue).</p> <p>Choose three students to be judges and give</p>	<p>Student Involvement/Instructional Activities:</p>
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<p>each judge a set of instructions; put remaining students in groups of 5 - 6 people.</p> <ol style="list-style-type: none">1. Put words/phrases for Round One face down on the table and inform students they will have 4 minutes per round. Start the timer with 4 minutes.2. At the end of four minutes, students are instructed to put down their pens. Ask each group to read the answers for the first word. After each group has answered, read the explanation from the definition sheet. <p>Each judge records the score on his or her score sheet.</p> <p>Continue activity with each word or phrase.</p> <ol style="list-style-type: none">3. Closure: Have students do a two-minute private writing regarding their thoughts and feelings as they discussed the words. Ask students to share their thoughts. Encourage students to monitor their words to show respect for others.	<ol style="list-style-type: none">1. Students will thoughtfully participate in “Origins” as either group participants or judges. For each round, students will give the common usage and origins of the words or phrases.2. Students must come up with an answer even if they have never heard of the word or phrase. The judges will assign the points for each round.3. Students will complete a thoughtful 2 minute-writing in their journal. Students may volunteer to tell the class one of his/her thoughts.
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Teacher Follow-Up Activities

Instructor gives students an opportunity to create other words that may have similar meanings as those expressed in the activity.

Counselor reflection notes (completed after the lesson)

TEACHING TOLERANCE

www.teachingtolerance.org

Instructions for Origins: A Simple Word Game for Use in Human Relations Training

Note to Instructor:

You need an inexpensive kitchen timer for this activity. Copying sheets on colored paper will make it easier for you to keep the question sheets for each round together. After handing out the instructions below to three randomly selected judges, the instructor does not need to do anything.

Instructions to Judges:

1. Put students in groups of 5-6 people.
2. Put questions for Round 1 face down at tables; start the timer with 4 minutes.
3. At the end of 4 minutes, tell the students to put down their pens. Ask each group to read its answer for 1. After each group has answered, read the answer from the definitions sheet. Each judge records the points on her/his score sheet. Continue doing this with each question. No one can challenge the judges' scores or ask to see the score sheets.
4. Repeat #2 with questions for Round 2, etc.
5. Add each judge's points on the board after each round and announce winners.

Instructions to Groups:

Each group will have 4 minutes for each round. For each round, give the common usage and origin of words or phrases on the sheet. You must come up with something even if you have no idea what it means. There are two possible points for the common usage and three possible points for the origin of the word or phrase. The judges will assign the points for each round.

Activity Sheet: *Origins*: What Do These Words or Phrases Mean?

(Adapted from Sudie Hofmann’s introduction to “*Origins*”.
<http://www.tolerance.org/teach/activities/activity.jsp?ar=657>)

The word game *Origins* reveals the history and prejudice of many words or expressions commonly used in the United States. We use these words or phrases everyday without thinking about their original meaning. If we knew the origin of the words, would we use them? This game will help you decide for yourself.

Following is a list of words – Describe their common usage and their origins (if you don’t know the usage or the origin, make up something that seems “right”).

General Rules: Three judges will be selected from the class; the rest of you will work in small groups. There will be two rounds (your instructor will tell you which words from the list are included in each round); during each round you will have four (4) minutes to work together and write the common usage and origin for the designated words (you MUST write an answer -- even if you have no idea of the meaning or origin—make one up!); at the end of four (4) minutes, groups will report their answers.

Earning Points: Two (2) possible points for the common usage; three (3) possible points for the origin of the word or phrase. Judges will award points.

At the end of each round, the judges will read the actual definitions and origins of the terms from the key.

1. Gyped

Common usage: _____

Origin: _____

2. Jew you down

Common usage: _____

Origin: _____

3. Mulatto

Common usage: _____

Origin: _____

4. Lame

Common usage: _____

Origin: _____

5. Hick

Common usage: _____

Origin: _____

6. Evil eye

Common usage: _____

Origin: _____

7. Iron Maiden

Common usage: _____

Origin: _____

8. Indian giver

Common usage: _____

Origin: _____

9. Paddy Wagon

Common usage: _____

Origin: _____

10. Russian roulette

Common usage: _____

Origin: _____

11. Hag

Common usage: _____

Origin: _____

12. Chinese fire drill

Common usage: _____

Origin: _____

13. Chinese home run/Harlem home run

Common usage: _____

Origin: _____

14. Jaywalking

Common usage: _____

Origin: _____

15. Bury the Hatchet

Common usage: _____

Origin: _____

16. Bedlam

Common usage: _____

Origin: _____

17. Corny

Common usage: _____

Origin: _____

18. Hold down the fort

Common usage: _____

Origin: _____

19. Welsh (verb)

Common usage: _____

Origin: _____

20. Low person on the totem pole

Common usage: _____

Origin: _____

21. Indian summer

Common usage: _____

Origin: _____

22. Dutch bargain

Common usage: _____

Origin: _____

23. Dutch treat

Common usage: _____

Origin: _____

24. Redneck

Common usage: _____

Origin: _____

25. Gypsy Cab

Common usage: _____

Origin: _____

26. On the Warpath

Common usage: _____

Origin: _____

What do you think? Now that you know the origins of these words and phrases, will you continue to use them? What words might you use instead?

Teaching Tolerance

www.teachingtolerance.org

Definitions: *Origins*: What Do These Words or Phrases Mean?

1. GYPED

Common usage: One has been cheated.

Origin: Belief that Gypsies (Hindu people from East India & Balkan states) will cheat you or steal from you.

2. JEW YOU DOWN

Common usage: Hard negotiation to lower a price.

Origin: Belief that Jewish people are cheap and unethical in business. Longstanding literary references promote stereotypes that relate Jewish people to the practices of money changing usury.

3. MULATTO

Common usage: One African American parent and one White Parent.

Origin: Spanish word for a mule, which is the sterile offspring of a horse and a donkey. There is some evidence that it is also an Arabic word.

4. LAME

Common usage: A statement or behavior that is foolish or not well reasoned.

Origin: Belief that someone with a disability is incompetent or stupid.

5. HICK

Common usage: To describe something that is unsophisticated, outdated or stupid.

Origin: 16th century nickname for the given name Richard. Refers to a person who lives in the country.

6. EVIL EYE

Common usage: Evil or dirty look.

Origin: Belief in Europe and the Middle East that women could possess an evil eye, especially common in European witch trials.

7. IRON MAIDEN

Common usage: Tough, humorless woman.

Origin: Large metal enclosure coffin shaped and lined with iron spikes. Used during witch trials to torture and kill woman suspected of being witches.

8. INDIAN GIVER

Common usage: Taking back a gift.

Origin: Indigenous American communities had a different concept of ownership; the focus was on sharing or trading. Things given to the colonists by Native Americans may have been reclaimed from colonists if they did not reciprocate.

9. PADDY WAGON

Common usage: Police van.

Origin: Derogatory term for Irish people based on the Irish name of Paddy. Although, in the past, many police officers on the East Coast were Irish, some also contend that this was a cart used to round up Irish immigrants for disorderly behavior.

10. RUSSIAN ROULETTE

Common usage: Potentially fatal game of dare with a revolver, which applies the concept of roulette.
Origin: Belief that Russian culture is fatalistic.

11. HAG

Common usage: Ugly or old woman.
Origin: Holy woman. Derived from Egyptian heq, meaning matriarchal ruler..

12. CHINESE FIRE DRILL

Common usage: All occupants of a car stopped at a traffic light quickly exit the car, run around the vehicle, and return to the car through the same door.
Origin: Belief that Chinese culture is chaotic and the implication is that Chinese people are stupid and would run back into a burning building.

13. CHINESE HOME RUN/HARLEM HOME RUN

Common usage: Perceived unfair homerun because of a mythical short fence around the field.
Origin: Stereotype originated in California, based on the reality that Chinese labor was cheap and the expression eventually meant “cheap shot.” Sportswriters have also referred to some homeruns as homer foo you, chow mein smash, and egg roll bingle.

14. JAY WALKING

Common usage: Violating pedestrian laws.
Origin: Belief that a jay, a person uneducated about city life, was incapable of crossing the street legally.

15. BURY THE HATCHET

Common usage: To settle one’s differences..
Origin: A 14th century British song titled “Hong up then hatchet and thi knyf.” No historical usage by Indigenous people of North America.

16. BEDLAM

Common usage: Noise and chaos.
Origin: Term derived from Bethlehem, a London institution for people with mental disabilities.

17. CORNY

Common usage: Stupid or comical ideas or behavior.
Origin: Belief that rural people, particularly people from farms, are foolish and uneducated.

18. HOLD DOWN THE FORT

Common usage: Stay behind and manage the affairs of the office or home.
Origin: Protect the forts (military term for fortifying the building) of European American colonists against attacks by Indigenous people.

19. WELSH (VERB)

Common usage: Renege on an agreement or promise.
Origin: Nursery rhyme “Taffy was a Welshman, Taffy was a thief.” Later extended to refer to English bookies who fled to Wales to avoid paying bettors.

20. LOW PERSON ON THE TOTEM POLE

Common usage: Used by non-Indigenous people to indicate that a person is low in seniority or significance in an organization.

Origin: American Indian culture and positions of clan members on a totem, e.g. Bears on the bottom for strength and Eagles on the top for flight. Balance and equality were stressed.

21. INDIAN SUMMER

Common usage: Unusually warm days in the fall.

Origin: Belief that American Indians engage in deceit and trickery in their dealings with British colonists. Indian Summer is a false summer. Indian is used in several contexts to denote something that is cheap or false, witness Indian-giver and Indian-corn. Also supporting this idea is the British phrase St. Martin's Summer referring to the same meteorological phenomenon. St. Martin suggests something cheap or false, primarily because dealers in cheap jewelry gathered at the location of London's Church of St. Martin-de-Grand after it was torn down in the 16th century. St. Martin's day is 11 November, which often corresponds to the spell of warm weather. (From <http://www.wordorigins.org>)

22. DUTCH BARGAIN

Common usage: Appears to be a bargain, but is in fact a bad investment.

Origin: Belief that people from Holland are unethical and will attempt to sell something of little worth to unsuspecting customers.

23. DUTCH TREAT

Common usage: Each person pays for her/himself when out for dinner or entertainment.

Origin: Belief that originated in England and perpetuated the stereotype that people from Holland are uncharitable or cheap.

24. REDNECK

Common usage: A white male who has unenlightened, narrow, and racist views.

Origin: Belief that white men who do day labor (sunburned neck) hold prejudiced views and are uninformed about social issues.

25. GYPSY CAB

Common usage: A taxi cab which picks up illegal fares, i.e. is only licensed to respond to calls but illegally searches the streets for passengers.

Origin: Belief that gypsies (Rumanies – Hindu ethnic group of East Indians living in Balkan states and the U.S.) steal and engage in unlawful activities.

26. ON THE WARPATH

Common usage: Description of someone who is engaging in angry, confrontational behavior.

Origin: Reference to American Indians waging war.

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www.members.aol.com/morelandc/haveorigins.htm

www.wordorigins.org

The author is interested in any dialogue regarding this exercise. Linguists recognize that words may have multiple origins and this could be true for any of the words used in the exercise. In addition, if you have suggestions for expanding this exercise, please contact the author (**Sudie Hofmann, St. Cloud State University, St. Cloud, MN**)

<p>Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Difference</p> <p>Lesson Title: Using Negotiation to Settle Difficulties Lesson: 5 of 7</p> <p>Grade Level: 11</p> <p>Length of Lesson: 30 - 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 Expectations (GLEs): SE.2.A.11: Apply interpersonal skills needed to maintain quality relationships SE.2.C.11: Accept personal responsibility in conflict situations</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Black/White Board or SMART Board</p> <p>Index cards</p> <p>Pens</p> <p>Pencils</p> <p><i>Negotiating Skills Components</i> handout</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
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>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p>
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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	
Social Studies	
Science	
X Health/Physical Education	<p>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)</p> <p>5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)</p>
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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.

Lesson Formative Assessment (acceptable evidence):

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

After each role-play, the class will discuss the enactment of scenario and the effectiveness of choices made by participants. Each student will contribute a “helpful hint” for resolving conflict while respecting others. Hints will be compiled into a booklet and distributed to students.

Lesson Preparation

Essential Questions:

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

What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Instructor will pose the following question: Have you ever done something you knew was wrong but you did it anyway due to peer pressure? (Instructor will self-disclose a personal experience from his or her past.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Instructor will provide the <i>Negotiating Skills Components</i> handout. 2. Instructor will select two students to role-play a mock argument in which one student is trying to convince the other to skip school in order to be accepted into a group. 3. Instructor will facilitate a discussion of the role-play and the negotiation skills utilized. 4. Instructor will direct students to work in pairs to create new role-plays involving peer pressure (use index cards). 5. Instructor will collect and randomly select scenarios and students to perform role-plays as time permits. 6. After each role-play, instructor will facilitate a discussion of the role-play and skills utilized. 	<ol style="list-style-type: none"> 1. Students review list of <i>Negotiating Skills Components</i> handout. 2. Students will volunteer to perform the mock role-play. Be sure to monitor the frequency of participation...to assure that no student monopolizes the time. Others students will watch and note which skills from the <i>Negotiation Skills Components</i> worksheet were utilized. 3. Students will participate in discussion of role-play and skills utilized. 4. Each student pair will develop a role-play and will write the scenario on an index card. 5. Students will role-play selected scenarios incorporating skills from the “Negotiating Skills Component” handout. 6. Students will participate in discussion of role-play the skills utilized and the relationship of role play to real-life conflict situations.

Teacher Follow-Up Activities

Instructor leads discussion on ways in which negotiation techniques can be used to avoid gang violence, and problems between friends, family, and school.

Counselor reflection notes (completed after the lesson)

Negotiating Skills Components

1. Decide if there is a problem between you and any other person(s).
2. Inform that person(s) about what you think is the problem.
3. Meet face to face to discuss the problem.
4. Listen to each other with open minds.
5. Respect each other's opinions.
6. Take a few minutes to recycle the other person's opinions in your mind.
7. Try to determine why he/she felt that way.
8. Avoid finger-pointing.
9. Work out a compromise that pleases both of you.

<p>Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences</p>	
<p>Lesson Title: Diversity Day</p>	<p>Lesson 6 of 7</p>
<p>Grade Level: 11</p>	
<p>Length of Lesson: 90 minutes – one day</p>	
<p>Missouri Comprehensive School Counseling Big Idea: SE2: Interacting With Others In Ways That Respect Individual and Group Differences</p>	
<p>Grade Level Expectation (GLE): SE.2.B.11: Exhibit respect for different cultures and points of view</p>	
<p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>	

Materials (include activity sheets and/ or supporting resources)

<p>List of performers and speakers (Partners in Education is a possible reference for resources), for example:</p> <ul style="list-style-type: none"> • Flamenco dancers/guitarist • Country Line Dancers • Irish Dancers • Native American Flute Player • Multicultural Storyteller • Brazilian Musicians • Scottish Storyteller/Bagpipe player • Square Dancers/Square dance caller <p>Performance Areas with chairs and adequate space Signs for each location A/V equipment as needed Publicity Thank-you notes</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>9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies</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> <p>4. Present perceptions and ideas regarding works of the arts, humanities and sciences</p> <p>5. Perform or produce works in the fine and practical arts</p>

	Goal 3: Recognize and solve problems
	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	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	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
X Health/Physical Education	4. Principles of movement and physical fitness
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts 2. The principles and elements of different art forms 3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines 5. Visual and performing arts in historical and cultural contexts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

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 _____.

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.
Students will complete an evaluation/short reflection of the day utilizing prompts given by

the counselor.

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Music and publicity during morning announcements prior to the event.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Form a committee of students and staff to plan the day. <ul style="list-style-type: none"> • Determine how many class periods and performers are appropriate. • Contact and organize performers and set up performance times. • Design method for assigning classes or student body to various venues. • Publicize event through the web page, flyers, announcements, and school paper. • Set up performance areas. 2. Assist performers as necessary. 3. Write thank-you notes. 	<ol style="list-style-type: none"> 1. Students will participate in the planning of “Diversity Day” (hour or day) activities. 2. Student body will participate in “Diversity Day” or hour. 3. After the performance, students will write an evaluations/short reflection of performances to be given to counselor. Students will write an entry in their journals following the prompt provided in the formative Evaluation.

Teacher Follow-Up Activities

Instructor can encourage a deeper understanding of various cultures through research, videos, food, further performances, etc.

Counselor reflection notes (completed after the lesson)

<p>Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences</p> <p>Lesson Title: Managing Conflicts Lesson 7 of 7</p> <p>Grade Level: 12</p> <p>Length of Lesson: 30 - 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 Expectations (GLEs): SE.2.A.12: Exhibit the interpersonal skills to maintain quality relationships SE.2.C.12: Utilize and accept personal responsibility in relationships with others</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development</p>

Materials (include activity sheets and/ or supporting resources)

<p>Pens Pencils <i>Managing Conflicts</i> worksheet <i>Alternative for Solving Conflicts</i> handout</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 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 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks
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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
X	Health/Physical Education
	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

<p>The student will complete the following reflection regarding the discussion about student relationships and conflicts:</p> <p>What did I learn about myself during this activity?</p> <p>Which of the 6 alternatives for solving conflicts would I like to try more often?</p>

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Student Self-Assessment: Students will review their responses to questions on handouts provided.</p>

Lesson Preparation

<p>Essential Questions:</p> <p>What does a quality relationship look like and how is it maintained?</p>
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What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Everyone gets into conflicts, whether they are with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, or a situation managed, or there was just a “clearing of the air.” Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you? Share your answer with a partner.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Distribute <i>Managing Conflicts</i> worksheet. 2. Direct students to answer questions on the second page of the worksheet. 3. Facilitate discussion regarding students’ relationships and conflicts. The questions on the second page of the worksheet will serve as prompts to “break the ice.” 4. Distribute and discuss <i>Alternatives for Solving Conflicts</i> handout. 5. Direct students to answer the following (or similar) questions: What did you learn about yourself during this activity? Which of the six alternatives would you like to try more often? 6. Collect and review worksheets with student responses. Use as means to identify those who may be having difficulty negotiating conflict. 	<ol style="list-style-type: none"> 1. Students review <i>Managing Conflicts</i> worksheet, asking for clarification where needed. Role-playing may be used as a practice opportunity. 2. Students ask and answer questions. 3. Students participate in discussion. 4. Students review and discuss <i>Alternatives for Solving Conflicts</i> worksheet. 5. Students respond in writing to the questions. 6. Students will hand in responses to worksheets.

Teacher Follow-Up Activities

Journal and role-play alternatives for solving conflicts. It will reinforce learning for students if they are provided time to use the skills learned in the lesson.

Counselor reflection notes (completed after the lesson)

MANAGING CONFLICTS

Name: _____ Date: _____

Everyone gets into conflicts--with a parent, teacher, friend, or stranger. Conflicts can be over anything, big or small. Conflicts can have positive outcomes. Think of a time a conflict turned out well and a problem was solved, a situation managed, or there was just a “clearing of the air.” Conflicts can also result in negative feelings that leave us feeling badly about ourselves and others. Has either happened to you?

RESULTS OF CONFLICTS

When hassles are eventually resolved, there are three possible outcomes:

Both people feel hurt: Both people fight (physically or verbally). When this happens, the problem continues. There is no respect for self or others as a result. More than likely, there will be another fight.

One person feels hurt and the other gets his/her way: One person fights (physically or verbally). The other person quits or runs. The problem may be settled, but both people disrespect each other and themselves. The loser may seek revenge or take it out on someone or something else.

No one is hurt: No one fights or argues. Each says his or her position. Each person listens. Alternatives are used to settle the hassle. There is no “loser” or “winner” and everyone maintains respect for others and themselves.

THESE THINGS MAKE CONFLICTS WORSE

Violence (Physical or Verbal): Violence destroys any basis for compromise and ruins friendships. It rarely deals with the real problem, and usually causes more problems. People don't often forget physical or verbal abuse.

Running Away: Running away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit. People who give in are usually taken advantage of by others.

Telling on Someone: Telling can make the problem worse. It makes others lose respect for you, and it can indicate you want others to solve conflicts and make decisions for you. However, there are times when telling IS appropriate. If a conflict has the potential of resulting in harm to you or to others it is important to get help from a responsible adult.

You and Conflict—Tell your story—Begin with a time you used violence, ran away or told on someone when it was not appropriate.

a. What was the conflict?

b. What happened? How did you handle the situation?

c. How did you feel about it?

d. How would you handle it differently if you could do it over?

Alternative for Solving Conflicts

1. **Use “I” messages**—State the problem in terms of how it makes you feel; do not place blame on the other person. Example of an “I” message: “I am really hurt when you talk behind my back.” Example of a “you” message that places blame: “You are so stupid when you talk behind my back.”
2. **Listen closely**—Let the other person know you are willing to listen to his or her side. Example: “I’m listening,” or “Go ahead; I’ll listen.”
3. **Get help**—Use others to help solve a problem. A third person can often bring a new perspective or solutions to a conflict.
4. **Make a deal**—Compromise. Being willing to give in to certain conditions if the other person is also willing can usually be done by making a suggestion.
5. **Apologize**—Let the other person know you are sorry the conflicts happened, whether you feel you are right or wrong. If you really feel as though you are wrong, you can gain respect from others by apologizing. Example: “We don’t seem able to solve this, but I am sorry you feel badly about it. I do too.”
6. **Cool it**—Dropping it is good for cooling off or avoiding no-win situations.

COURSE INTRODUCTION:**Social/Emotional Development**

The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area 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 others 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.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences 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.</p>		<p>SUGGESTED UNIT TIMELINE: 7 Lessons (grades 9-12) CLASS PERIOD (min.): 30 – 45 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why is it important to embrace diversity?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.		SE.2.A.09: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships.		W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.5	SE	Level 2
		SE.2.B.09: Explore cultural identity and world views within the community.		Level 2		
		SE.2.C.09: Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.		Level 3		

		SE.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.				Level 3
		SE.2.B.10: Promote acceptance and respect for cultural differences within the global community.				Level 3
		SE.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.				Level 3
		SE.2.A.11: Apply interpersonal skills needed to maintain quality relationships.				Level 3
		SE.2.B.11: Exhibit respect for different cultures and points of view.				Level 4

		<p>SE.2.C.11: Accept personal responsibility in conflict situations.</p> <p>SE.2.A.12: Exhibit the interpersonal skills to maintain quality relationships.</p> <p>SE.2.B.12 Advocate respect for individuals and groups.</p> <p>SE.2.C.12: Utilize and accept personal responsibility in relationships with others.</p>				<p>Level 4</p> <p>Level 4</p> <p>Level 4</p> <p>Level 4</p>
<p>2. 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.</p>		<p>SE.2.A.09</p> <p>SE.2.B.09</p> <p>SE.2.C.09</p> <p>SE.2.A.10.</p> <p>SE.2.B.10</p> <p>SE.2.C.10</p> <p>SE.2.A.11</p> <p>SE.2.B.11</p> <p>SE.2.C.11</p> <p>SE.2.A.12</p> <p>SE.2.B.12</p> <p>SE.2.C.12</p>		<p>W.9-10.2</p> <p>SL.9-10.1</p> <p>L.9-10.1</p> <p>L.9-10.2</p> <p>L.9-10.3</p> <p>L.9-10.4</p> <p>L.9-10.5</p> <p>L.9-10.6</p>	SE	<p>Level 2</p> <p>Level 2</p> <p>Level 3</p> <p>Level 3</p> <p>Level 3</p> <p>Level 3</p> <p>Level 3</p> <p>Level 4</p> <p>Level 4</p> <p>Level 4</p> <p>Level 4</p>

<p>3. 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.</p>		<p>SE.2.A.09 SE.2.B.09 SE.2.C.09 SE.2.A.10 SE.2.B.10 SE.2.C.10 SE.2.A.11 SE.2.B.11 SE.2.C.11 SE.2.A.12 SE.2.B.12 SE.2.C.12</p>		<p>W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>SE</p>	<p>Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4</p>
<p>4. The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.</p>		<p>SE.2.A.09 SE.2.B.09 SE.2.C.09 SE.2.A.10 SE.2.B.10 SE.2.C.10 SE.2.A.11 SE.2.B.11 SE.2.C.11 SE.2.A.12 SE.2.B.12 SE.2.C.12</p>		<p>W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>SE</p>	<p>Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4</p>
<p>5. 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.</p>		<p>SE.2.A.09 SE.2.B.09 SE.2.C.09 SE.2.A.10 SE.2.B.10 SE.2.C.10 SE.2.A.11 SE.2.B.11 SE.2.C.11 SE.2.A.12 SE.2.B.12 SE.2.C.12</p>		<p>SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5</p>	<p>SE</p>	<p>Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4</p>
<p>6. The student will demonstrate at least one negotiating skill in a role play situation.</p>		<p>SE.2.A.09 SE.2.B.09 SE.2.C.09 SE.2.A.10</p>		<p>W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2</p>	<p>SE</p>	<p>Level 2 Level 2 Level 3 Level 3</p>

		SE.2.B.10 SE.2.C.10 SE.2.A.11 SE.2.B.11 SE.2.C.11 SE.2.A.12 SE.2.B.12 SE.2.C.12		L.11-12.3 L.11-12.5		Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
7. 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		SE.2.A.09 SE.2.B.09 SE.2.C.09 SE.2.A.10 SE.2.B.10 SE.2.C.10 SE.2.A.11 SE.2.B.11 SE.2.C.11 SE.2.A.12 SE.2.B.12 SE.2.C.12		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.10 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	SE	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
8. 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?		SE.2.A.09 SE.2.B.09 SE.2.C.09 SE.2.A.10 SE.2.B.10 SE.2.C.10 SE.2.A.11 SE.2.B.11 SE.2.C.11 SE.2.A.12 SE.2.B.12 SE.2.C.12		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.5	SE	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
ASSESSMENT DESCRIPTIONS*:						
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.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study					

	<input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5 6 7 8	See Lessons: 9 th Grade: Lesson 1 - The Clique 9 th Grade: Lesson 2 - Bursting Stereotypes 10 th Grade: Lesson 3 - Listening Exercise 10 th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11 th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11 th Grade: Lesson 6 - Diversity Day 12 th Grade: Lesson 7 - Managing Conflicts				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5 6 7 8	See Lessons: 9 th Grade: Lesson 1 - The Clique 9 th Grade: Lesson 2 - Bursting Stereotypes 10 th Grade: Lesson 3 - Listening Exercise 10 th Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11 th Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11 th Grade: Lesson 6 - Diversity Day 12 th Grade: Lesson 7 - Managing Conflicts				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations Ls 5, 6 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 4	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving Ls 5, 6, 7 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 2, 4 <input checked="" type="checkbox"/> Writing to Inform Ls 8 <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls 1,3 <input checked="" type="checkbox"/> Games Ls 4 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls 5 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals Ls 1, 2, 3, 4 <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects Ls 8 <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls 5 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning Ls 3 <input checked="" type="checkbox"/> Discussion Ls 3, 4, 5, 6, 7 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls 5, 6, 7 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>