

<b>Unit #1 Title:</b>	Elementary Interactions
<b>Lesson Title:</b> Same and Different	<b>Lesson 2 of 3</b>
<b>Grade Level:</b> 1	
<b>Length of Lesson:</b>	20-30 minutes
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences	
<b>Grade Level Expectation (GLE):</b>	
PS.2.B.01.a.i: Identify similarities and differences among students within the school community.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others	

**Materials (include activity sheets and/ or supporting resources)**

White board and markers or chalkboard or chart paper
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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
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		

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students will be able to 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:**

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”. 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 your 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 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 speed, if you like to read blink your eyes.”

**Student Involvement:**

1. Class forms a circle and students participate in what the song says if that quality applies to them.

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<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>2. Students will answer questions that the counselor asks regarding similarities and differences based on the song.</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>3. Students name ways that they are the same and different.</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>	

## 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)**