

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 Guidance Standard:

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

Grade Level Expectation (GLE):

PS.2.B.04.a.i: Recognize and respect diverse groups within the school and community.

American School Counselor Association National Standard (ASCA):

Personal / Social Development.

- A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

The Untangle Game

The Diversity Puzzle handout

Soft colored crayons (optional).

Make a large CARE chart or a mini-poster as follows:

DEALING WITH 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 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 list and describe some human differences existing in the school
- Students will list and describe some human differences existing outside the school
- Students will be able to discuss their observations and experiences about human similarities and differences.

Lesson Preparation

Essential Questions:

Why is important to recognize individual and group similarities and differences in the school?

Why is important to recognize individual and group similarities and differences in the community?

Why is it important to learn to deal with human diversity

What is the advantage of emphasizing similarities over differences

Engagement (Hook):

THE UNTANGLE GAME (Directions attached at the end).

Procedures

Instructor Procedures:	Student Involvement:
1. Form groups of 8 to 10 students. Play the untangle game. (See directions below). After the first group has successfully finished, dissolve the groups.	1. Students put away their work and await instructions.
2. Request and provide feedback for this activity.	2. Groups of about 8 students play the untangle game.
3. Introduce today's lesson and review/teach vocabulary: Collaboration, empathy, trust, similarities, differences, stereotype, and antagonistic.	3. Students participate by listening attentively and reflecting and answering questions at the counselor's prompt.
4. Distribute the "Diversity Puzzle" handout. Have students answer the questions in small groups.	4. In small groups, students answer and solve the diversity puzzle.
5. A group discussion about diversity and respect follows.	5. Students listen attentively and participate in the group discussion.
6. Introduce/teach the acronym CARE as a way of dealing with diversity. Discuss as a group.	6. 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.
7. If time allows, have students color, decorate, and then cut their puzzle pieces. Provide a plastic bag to keep the pieces.	

Teacher Follow-Up Activities

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| <ul style="list-style-type: none">• 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. |
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Counselor reflection notes (completed after the lesson)

THE UNTANGLE GAME

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?

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

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

- ☐ Children
- ☐ Adults
- ☐ Elderly

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