

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

Lesson Title: Similar and Different

Lesson4 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)

Chart paper or board – appropriate markers

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

DEALING WITH DIVERSITY

Collaboration

Acceptance

Respect, and

Empathy.

Abraham Maslow's Hierarchy of Needs for Kids

Optional: Venn-diagram handout for students to work in pairs comparing each other.

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 should be able to explain how we are all as similar as we are different.
- Students should list and describe some evident similarities and differences existing in their school and community.
- Students will build understanding by discovering each other's similarities.

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

How could we build community based on our similarities?

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:	Student Involvement:
<ol style="list-style-type: none"> 1. Introduce today's lesson and review/teach vocabulary: empathy, trust, similarities, differences, stereotype, and antagonistic. 2. Call a pair of students to stand at the front of the class. Draw a Venn diagram on the board. If possible, select both mainstream and minority students to be compared. 3. Direct the students to compare and contrast the pair of students, by following these 17 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. 4. Introduce the Maslow's Hierarchy of Needs (Attached below) emphasizing that these needs are common to all humans everywhere. 5. Teach/review the acronym CARE (which stands for: <u>C</u>ollaboration, <u>A</u>cceptance, <u>R</u>espect, and <u>E</u>mpathy) as a way of dealing with diversity. Discuss as a group. 	<ol style="list-style-type: none"> 1. Students put away their work and await instructions. 2. Students participate by reflecting and answering questions. 3. 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. 4. As a group, students discuss what are more important, the similarities or the differences. Why? 5. Students avoid any rude or offensive comments. Students discuss how each of these "CARE" ways can be applied in their own class group.

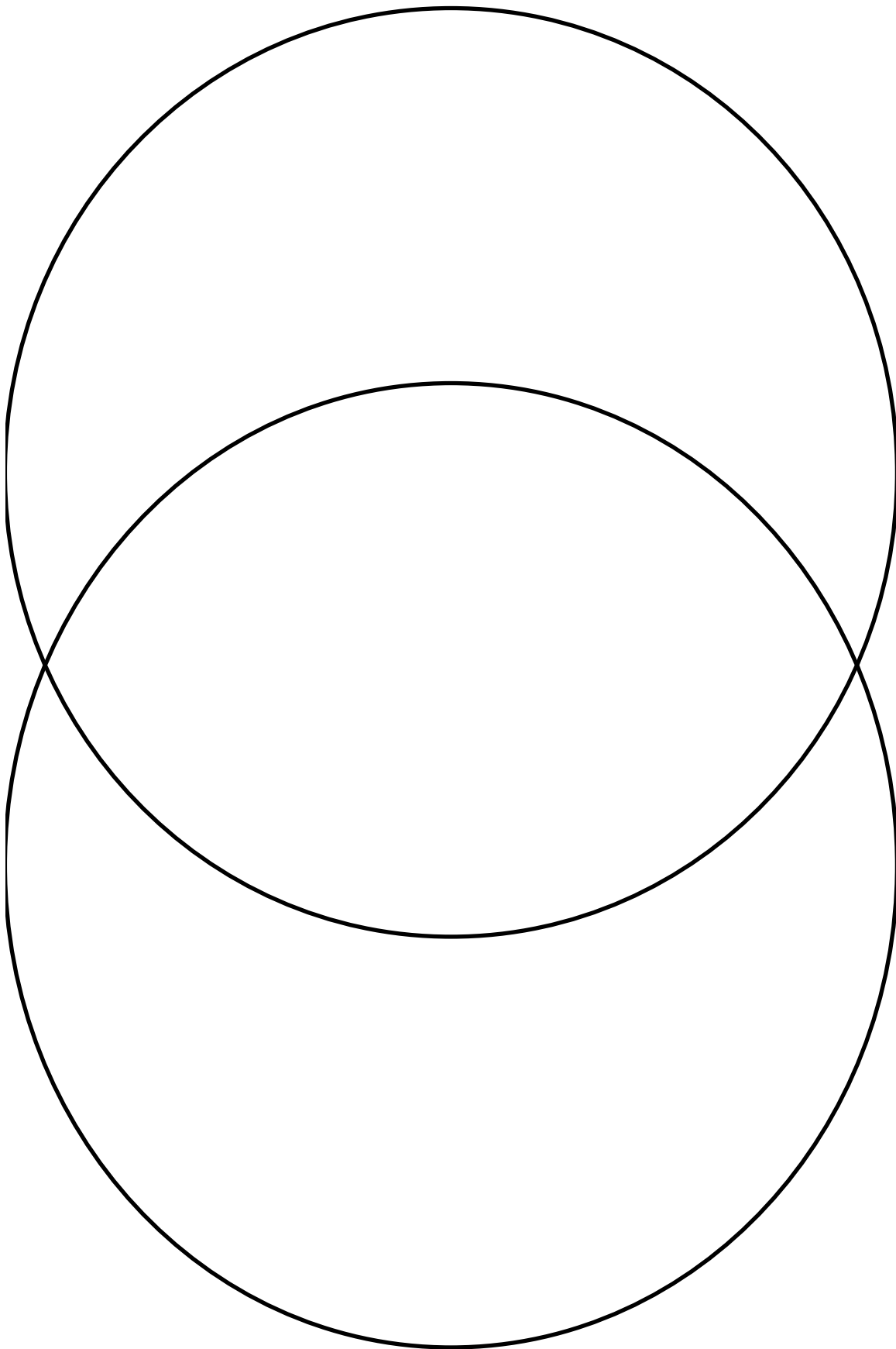
6. If time allows, another pair of students may be Venn-diagrammed. Alternatively, use the optional Venn-diagram handout to work in cooperative groups.	6. Students work in pairs, comparing each other in the Venn diagram handout, and then share their results with the group. If time allows, the counselor 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)

MYSELF COMMON GROUND MY



Abraham Maslow's Hierarchy of Needs for ALL Kids

