

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

Grade Level: 9-12

Number of Lessons in Unit: 8 (2 lessons per grade level 9th-12th)

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)

Crayons 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 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

12th Grade: Lesson # 8 - A Place At The Table

Materials/Special Preparations Required

An audio-visual program designed to facilitate understanding and respect for others is available FREE from tolerance.org. “A Place At The Table” includes a video, book, and lesson plans; this learning package for teachers, professional school counselors and students may be ordered from the website listed below.

http://www.tolerance.org/pdf/tt_materials_order_form.pdf

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectation(s) (GLE):

PS.2.A.09.a.i: Demonstrate the ability to use interpersonal skills needed to maintain quality relationships

PS.2.B.09.a.i: Explore cultural identity and world views within the community

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

PS.2.A.10.a.i: Practice interpersonal skills in order to help maintain quality relationships.

PS.2.B.10.a.i: Promote acceptance and respect for cultural differences within the global community

PS.2.C.10.a.i: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others

PS.2.A.11.a.i: Apply interpersonal skills needed to maintain quality relationships

- PS.2.B.11.a.i: Exhibit respect for different cultures and points of view
 PS.2.C.11.a.i: Accept personal responsibility in conflict situations
 PS.2.A.12.a.i: Exhibit the interpersonal skills to maintain quality relationships
 PS.2.B.12.a.i: Advocate respect for individuals and groups
 PS.2.C.12.a.i: Utilize and accept personal responsibility in relationships with others

American School Counselor Association National Standards (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

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	<ol style="list-style-type: none">2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)4. Principles of movement and physical fitness5. 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	<ol style="list-style-type: none">1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts2. The principles and elements of different art forms3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines5. Visual and performing arts in historical and cultural contexts

Unit Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLE's. 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.

Unit Goals:

1. Students will exhibit the interpersonal skills to maintain quality relationships.
2. Students will advocate respect for individuals and groups.
3. Students will utilize and accept personal responsibility in relationships with others.

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