DIVERSITY ECAP-**COUNSELOR LESSON PLAN**

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| **Topic:** Diversity-Building Community-ECAP Lesson 2 of 6  **Duration:** 30 minutes  **Grade Level**: 9th -12th | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **Category 1: Mindsets Standards (Social/Emotional)**   * #3- Sense of belonging in the school environment * #6- Positive attitude toward work and learning   **Category 2:Behavior Standards (Social/Emotional)**   * Learning Strategies   + #1- Demonstrate critical-thinking skills to make informed decisions   + #2- Demonstrate creativity   + #4- Apply self-motivation and self-direction to learning   + #7- Identify long- and short-term academic, career and/or social/emotional goals * Self-Management Skills   + #6- Demonstrate ability to overcome barriers to learning   + #9- Demonstrate personal safety skills * Social Skills   + #1- Use effective oral and written communication skills and listening skills   + #2- Create positive and supportive relationships with other students   + #4- Demonstrate empathy   + #5- Demonstrate ethical decision-making and social responsibility   + #9- Demonstrate social maturity and behaviors appropriate to the situation and environment | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **OBJECTIVES:**   * **Students will learn about each other and begin discussing issues of discrimination in a non-threatening way.** * **Students will identify active listening skills.**   **ESSENTIAL QUESTION:**  **How can we as students promote positive social skills and academic achievement in our school?** | | **Active Listening Skills:** It requires that the listener fully concentrates, understands, responds and then remembers what is being said.  **Discrimination:** (A) the practice of unfairly treating a person or group of people differently from other people or groups of people; (B) the ability to recognize the difference between things that are of good quality and those that are not; (C) the ability to understand that one thing is different from another thing | |
| **RATIONALE: INTRODUCTION TO LESSON** | | | |
| This is a 9th-12th grade lesson that is beneficial for building community between students. A successful classroom promotes positive social skills and academic achievement. Students learn best when they feel they are part of a community, where everyone feels accepted and where individuality is encourage. Creating a classroom community requires planning and practice. | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| 1. Introduce lesson and **essential question**. | | 1. Have students form 2 circles 2. Have the partners face each other. (if there is an extra person 1 group of 3 is fine) | |
| 1. **Explain the Activity- By saying:** The purpose of this activity is for all of you to build a stronger sense of community by actively listening to each other.    * Your first discussion prompt is: If you could have one wish granted, what would it be? **(2 minutes)** | | 1. Listen to the explanation & the prompt (Your first discussion prompt is: If you could have one wish granted, what would it be?) | |
| 1. Have students do the following: “Introduce yourself, Shake hands, make eye contact with your partner and share your prompt”. | | 4. Introduce yourself, Shake hands, make eye contact with your partner. Share your answer with your partner. | |
| 1. Call Time. Students in the Inner circle will move to their right and change partners. \*\*Repeat the process for each prompt. | | 1. When time is called stop talking. The inner circle students move to the right & listen for the next prompt. | |
| 1. You will have 30 seconds to respond to each prompt. **(5 minutes)**   **\*\*See the list of prompt ideas in the reference section)** | | 1. Repeat the process until time is called to take a seat. | |
| 1. Ask students to go back to their seats | | 1. Students please take a seat | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| **15 minute Discussion**  **Ask students to share out loud from their seats answers to the following question:**  **(Leave the last 5 min. to answer final questions before the bell)**   1. Think of a person you spoke with---How did you know they were listening to you?    1. Share examples of what they did such as eye contact, smiled, nodded their head, body language etc. 2. Some questions dealt with being treated unfairly or unequally. How does that feel? 3. You discussed respect. What ideas did you hear about respect? | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| **Inquiry:** Uncovering one’s understanding & asking critical questions & engaging in thinking, learning, and discussion & clarifying one’s own thinking when listening to others.  **Collaboration:** Sharing of ideas, information and opinions & supporting the learning of others through inquiry | | | |
| **RESOURCES** | | | |
| **Materials Requested: None**  Websites: None  Additional Resources: None  **Prompts:**   1. If you could have one wish granted, what would it be? ***(mentioned above)*** 2. Describe something you have done recently to help someone. 3. If you could pass a law to make the world a better place to live in, what law would you pass? 4. Describe an experience when you or someone you know was discriminated against because of race. 5. How do you define respect? | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Students may create their own set of interaction questions to ask. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| This lesson is one of 6 lessons supporting/celebrating diversity amongst youth. This introductory lesson defines social media, communication, and differences.  The next 4 lessons in this series are as follows:   * (**Lesson 3**)— Assumption Exercise * (**Lesson 4**)— Diversity BINGO * (**Lesson 5**)— Building Self Esteem * (**Lesson 6**)— Celebrating Diversity- | | |