DIVERSITY ECAP-**COUNSELOR LESSON PLAN**

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| **Topic:** Diversity-Assumption Exercise-ECAP Lesson 3 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
	+ #3- Use time-management, organizational and study skills
* Self-Management Skills
	+ #3- Ability to work independently
* Social Skills
	+ #1- Use effective oral and written communication skills and listening skills
	+ #2- Create positive and supportive relationships with other students
	+ #9- Demonstrate social maturity and behaviors appropriate to the situation and environment
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| **OBJECTIVES/ESSENTIAL QUESTION** | **TERMINOLOGY** |
| **OBJECTIVES:*** **Students will work collaboratively to recognize their assumptions and/or bias.**

**ESSENTIAL QUESTION:****How can assumptions affect the way that others look at me and how I may judge others?** | **Assumption:** A thing that is accepted as true or as certain to happen, without proof.**Race:**  refers to the concept of dividing people into populations or groups on the basis of **various sets** of physical characteristics.**Ethnicity:** An **ethnic** group or **ethnicity** is a population of human beings whose members identify with each other, on the basis of a real or a presumed common genealogy or ancestry. |
| **RATIONALE: INTRODUCTION TO LESSON** |
| This is a 9th-12th grade lesson that is beneficial for building a better understanding of how assumptions can happen without people meaning for them to. A successful classroom, friendship, relationship and beyond is built on people meeting each other where they are and understanding each other’s similarities and differences without assuming something that may not be true |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| 1. Introduce lesson and **essential question**.
 | 1. Listen
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| 1. **Explain the Activity- By saying:** You have by the count of 10 to find a partner that you do not know very well. **(1 min.)**
 | 1. Students have until the count of 10 to find a partner
2. Have the partners face away from each other. (if there is an extra person 1 group of 3 is fine)
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| 1. **Have students do the following:**

**(5 min.)*** + Log into your LEARN Accounts and locate today’s lesson- You will be using the “Assumption Exercise” Worksheet.
	+ You will answer these questions about your partner. Your answers are based **ONLY** on what you assume about your partner from how they appear to you.
	+ **DO NOT** discuss the questions or your answers until instructed to do so by your teacher
 | 1. Log in by your **LEARN accounts** and download the document names “Assumption Exercise” Worksheet from Today’s Lesson Link
	1. You will answer these questions about your partner. Your answers are based **ONLY** on what you assume about your partner from how they appear to you.
	2. **DO NOT** discuss the questions or your answers until instructed to do so by your teacher **(5 min.)**
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| 1. **PAIR-SHARE--**Instruct students to turn to their partners and take turns discussing their answers on their worksheet. **(Give them 5 minutes to share)**
 | 1. When instructed- turn to your partner and take turns discussing your answers on your worksheet. **(5 min.)**
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| 1. Instruct students to join another group of 2 to discuss the following questions:
	* How did the assumptions make you feel when your partner shared?
	* What are some consequences of making assumptions?
	* How can you apply what you learned about yourself today to your life going forward?
 | 1. Students select another group to join and discuss the following questions:
	* How did the assumptions make you feel when your partner shared?
	* What are some consequences of making assumptions?
	* How can you apply what you learned about yourself today to your life going forward?
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| **CLOSURE|CHECK FOR UNDERSTANDING** |
| **10 minute Warp-Up****Select one person from each group to share a few things their group discussed.** |
| **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: Aaumption Exercise Worsheet (downloaded to LEARN)**Websites: NoneAdditional Resources: None |
| **DIFFERENTIATED INSTRUCTION** |
| Pair students up with students that they feel comfortable with. Beware of Cliques.  |
| **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 3 lessons in this series are as follows:* (**Lesson 4**)— Diversity BINGO
* (**Lesson 5**)— Building Self Esteem
* (**Lesson 6**)— Celebrating Diversity
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