DIVERSITY ECAP-**COUNSELOR LESSON PLAN**

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| **Topic:** Diversity-The “LINE UP”-Building Self Esteem-ECAP Lesson 5 of 6  **Duration:** 5 to 15 minutes-Activity; 10-15 minutes-Discussion  **Grade Level**: 9th -12th | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **Category 1: Mindsets Standards (Social/Emotional)**   * #1- Believe in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. * #2- Self-confidence in ability to succeed. * #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   + #3- Use time-management, organizational and study skills   + #4- Apply self-motivation and self-direction to learning   + #5- Gather evidence and consider multiple perspectives to make informed decisions * Self-Management Skills   + #2- Demonstrate self-discipline and self-control   + #4- Demonstrate ability to delay immediate gratification for long-term rewards   + #7- Demonstrate effective coping skills when faced with a problem   + #10- Demonstrate the ability to manage transitions and ability to adapt to changing situation and responsibilities * 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   + #6- Use effective collaboration and cooperation skills   + #7- Use leadership and teamwork skills to work effectively in diverse teams | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **OBJECTIVES:**   * **Students will work collaboratively to learn each other’s uniqueness.** * **This activity will show that everyone in the class has something to contribute that is unique to that person.**   **METHOD:**  **Classroom Activity** | | **Self Esteem:** Confidence in one’s own worth or abilities; self-respect. Also known as pride, dignity  **Unique:** Being the only one if its kind, unlike anything else. Also known as distinctive, special | |
| **RATIONALE: INTRODUCTION TO LESSON** | | | |
| This is a 9th-12th grade lesson that supports student’s personal uniqueness amongst their peers. A person’s uniqueness is a positive that is worth embracing. A healthy classroom and community is built on personal respect. If one respects and loves themselves then they will most likely respect and love the ones around them. | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| 1. Introduce lesson | | 1. Listen | |
| 1. **Divide your class into groups no larger than 15.** (30 seconds) | | 1. Divide yourselves into groups based on the teacher’s instruction | |
| 1. **Have students do the following:**    * Line up in a single file lines, by, group facing you.    * Must line up according to the whatever category that you call out. | | 1. Various categories will be called out to the class every 30 seconds or so.    * Listen for a category    * When you feel you are all in the right order; raise your hand | |
| 1. **Call out a category –See the “Category List”**    * Instruct students to raise their hands (As a group) once they feel they have lined-up correctly.      1. ***FOR EXAMPLE:*** “Please line up by height, shortest in the front and tallest in the back, GO!”.    * Each team would rearrange themselves as quickly as they could in a single file line with the shortest person in the front and the tallest in the back.    * The first team to get it correctly would win a point (**An ideal reward:** Devil Dollars for the team with the most points).    * Do at least 5-7 categories (base it on time) | | 1. Listen out for the next category and quickly work collaboratively to move into the correct line order.    * Do not forget to raise your hand when your group is done.    * The first group to be correctly finished first gets **“1 point”** | |
| 1. Award the winning group or give out participation rewards. | | 1. Total your points and receive your award for participating or for winning. | |
| 1. Have the students go back to their individual seats and have students answer the following question on their own. (Upload the questions to your overhead, LEARN etc.) | | 1. Go to your seats and answer the questions on the Discussion List | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| **10 to 15 minute Discussion**  **Ask students to share out loud from their seats answers to the following question:**  **5 minutes- to fill out the question**  **10 minutes- for teachers to call on various students to share (give out Devil $$)**   1. Did people stay in the same place during each of the commands? Why not? 2. Which people are the most important ones in this activity, the ones in the front of the ones in the back? Why do you feel this way? 3. Were you always between the same people? Why or Why not? 4. What did this activity tell you about people that are different than you? 5. How do you feel about being different than someone else? 6. In your line-up, however did you place people with similarities? 7. How would be the world be if we were all alike? And not unique? 8. Name 3 things that make you unique. Such as culture, religion, height etc. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| **Writing**: Sharing personal thoughts about self and others at a higher level.  **Collaboration:** Sharing of ideas, information and opinions & supporting the learning of others through inquiry  **Organization:** Thoughts and feelings | | | |
| **RESOURCES** | | | |
| **Materials Requested: Devil Dollars (please ask Mrs. Latta for these before hand), Category List Ideas and Discussion Questions**  Websites: None  Additional Resources: None  ***Category List: Select 5-7 options based on your time available (5-7 minutes)***   * **By Shoe Size** * **By the number of buttons you have on your shirt** * **By Hair Length** * **By Eye Color** * **By Freckles on Your Face** * **By Number of People that Live in your House** * **By Birthday** * **By Number of Pets you have in your Home** * **By the Number of total people that live in your house** * **By AP & Honors classes you have taken** | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| **Writing**: Have discussion questions read to them or have them work in a group. | | |
| **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 last lesson in this series are as follows:**   * --(**Lesson 6**)— Celebrating Diversity –Celebrating Differences | | |