**COUNSELOR LESSON PLAN**

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| **Topic:** Cross the Line: Appreciating Diversity (**Lesson** **3** of 3)**Duration:** 30-40 Minutes**Grade Level**: 7th |
| **ASCA COUNSELING STANDARDS**  |
| **Academic:** * **A:A3.5** Share knowledge
* **A:B1.2** Learn and apply critical thinking skills

**Personal Social:*** **PS: A2.3** Recognize, accept, respect and appreciate individual difference
* **PS: A2.4** Recognize, accept and appreciate ethnic and cultural diversity
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| **OBJECTIVES/ESSENTIAL QUESTION** | **TERMINOLOGY** |
| **How can we value classmates, teachers, and staff that are different from ourselves in appearance, race or ethnicity, and personal history?** | **Diversity:** 1)the quality or state of having many different forms, types, ideas, etc. 2)the state of having people who are different races or who have different cultures in a group or organization |
| **INTRODUCTION TO LESSON** |
| This is a 7th grade lesson, but it is also adaptable to other middle school grade. It introduces the concepts of diversity, guiding students in a movement activity to demonstrate differences and similarities among individuals in the classroom. **Materials:** Use yarn to demark a line outside or a piece of masking tape to divide a floor inside (can simply designate an imaginary line, as well). |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| Begin PowerPointIntroduce lesson and **essential**?Have students define (in table groups, or dyads, report to class):* Appearance
* Race
* Ethnicity
* Personal History

Define **Diversity:** 1)the quality or state of having many different forms, types, ideas, etc. 2)the state of having people who are different races or who have different cultures in a group or organization | Students take Cornell notes. |

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| 1. **Make it personal.** Ask students to share their favorite foods. After generating responses, tell them to imagine what it would be like to only eat that food for the rest of their lives. At first, it may seem great, but meal after meal, day after day, it would get boring and maybe even distasteful. Ask if anyone has ever been teased for what they will or won’t eat or a diverse taste in food.
2. Ask students to brainstorm other things that people get made fun of for, either that they have made fun of others or that others made fun of them for. List these on the board.
3. **Activity:** Place a piece yarn as a line outside, or masking tape across the middle of the floor (or designate an imaginary line). Call out the “Cross the Line” topics that are listed on the board (also include any items from the list below that they did not name). Have students cross over if they have been made fun of or picked on for each category.
 | Discussion… |
| Cross the line if you have ever been picked on or made fun of for…1. your height, weight, body size or a body part
2. your teeth or other facial part
3. where you live geographically
4. the clothes you wear, your hair, your jewelry
5. your house or living situation (trailer, apartment, shelter)
6. the color of your skin
7. your intelligence or classes you are (were) in
8. your voice or the way you talk
9. having glasses, a hearing aid, or braces

 (10) the family you are from (11) a family member’s disability or the way they look (12) the music you listen to or the thingsyou like to do (13) your beliefs or religion (14) the amount of money you have (too much or lack of)  | Students participate as directed… |
| 4. “Take a moment to look at the **diversity** in personal history within this group, remembering that the people who look the most steps aren’t miserable and those who took the fewest aren’t the happiest. We are all different, with different experiences. Even though you all go to the same school, are the same age, and take this same class, we have different personal histories and our diversity has not always been appreciated. ”  |  |
| **Process ?s:** 1. What if everyone looked, acted, spoke the same and had exactly the same interests and talents? Relate it to having the same meal over and over.
2. Why do people make fun of others who are different from them?
3. How does meeting someone different from you make your life better?
4. Name something that you learned by being with someone who was different from you?
 | Discussion… |
| **CLOSURE|CHECK FOR UNDERSTANDING** |
| **Quickwrite**: Summarize the lesson, what you learned, what you will take into your daily life from today.**In conclusion:** Final questions. |
| **AVID WICOR STRATEGIES UTILIZED** |
| **Writing:** Cornell note-taking**Inquiry:** Uncovering one’s understanding & asking critical questions & engaging in thinking, learning, and discussion & clarifying one’s own thinking & working through ambiguity.**Collaboration:** Sharing of ideas, information and opinions & supporting the learning of others through inquiry |
| **RESOURCES** |
| PowerPoint (Tailor to the needs of your site, logos, etc.)Videos: 1. Cartoon (1.01)

<https://www.youtube.com/watch?v=M5JcGo3FCyk>1. Funny video about avoiding racial stereotyping (1.50)

<https://www.youtube.com/watch?v=XUO59Emi3eo>1. Playing for Change (5.08)

<https://www.youtube.com/watch?v=oiPzU75P9FA>1. …and a little Ron Burgundy (.32)

<https://www.youtube.com/watch?v=jLuK-EBkcww>Websites:* Website for tolerance and diversity learning and growth:

 [www.teachingtolerance.org](http://www.teachingtolerance.org) * Website with a free downloadable diversity game:

<http://www.teendiversophy.com/index.html>* Downloadable diversity guide with activities:

<http://pubs.cas.psu.edu/FreePubs/pdfs/ui335.pdf> |
| **DIFFERENTIATED INSTRUCTION** |
| Discussion can be adjusted by grade level.  |
| **SUPPLEMENTAL LESSON AND RESOURCES** |
| This is lesson one of three dealing with social issues in 7th grade. Other lessons in this series are:* Bullying, Cyberbullying & Sexual Harassment (**Lesson 1**)
* Making Kinder Choices (**Lesson 2**)

 Attribution: *Developed by:* **Shauna Jones, WV Children’s Home School (2009)** |