

**Unit #3 Title:** Working Together

**Lesson Title:** Personal and Ethical Skills **Lesson 1 of 2**

**Grade Level:** 4

**Length of Lesson:** 30 minutes

**Mississippi College and Career Readiness Standard:**  
SL.4.1, SL.4.1b

**American School Counselor Association (ASCA) Mindsets and Behaviors:**  
B-SS.2, B-SS.6, B-SS.9

**Materials (include activity sheets and/ or supporting resources)**

Writing paper and pencils for each student  
Dry erase board/SMART board/other visual display, and markers as needed

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives**

The student will identify two personal and two ethical skills needed to work with diverse groups of people.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals and objectives.**  
**Assessment can be question answer, performance activity, etc.**  
Students will work together and generate a list of skills needed to work with diverse groups of people.

**Lesson Preparation**

**Essential Questions:**  
What does it look like when someone does respect another person’s ideas and differences?  
What communication skills do people need to have to be successful in the world of work?

**Engagement (Hook):** Select 6 students to stand in front of the class. The counselor asks, “What does ‘diverse’ mean to you? Is this a diverse group? If so, how is it diverse?” Allow students to share how this group is diverse.

**Procedures**

<b>Instructional Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<p>NOTE: This is the first of two lessons. In this lesson students will be working individually. In the second lesson students are assigned a group goal requiring them to work in a group.</p> <ol style="list-style-type: none"> <li>1. Ask, “What does ‘diverse’ mean to you?” Write student responses on dry erase board/SMART board/other visual display. Tell students, “When we work in groups – we work with people who are similar to and different from us in many ways. We call this ‘diversity’. The people in the groups are diverse. For this lesson and the next, we are going to be examining the personal and ethical skills people need in order to accomplish goals through working together.” Ask, “What do you need to do to show respect to and acceptance of other people when working together?” (To stimulate their thinking -- give examples of times when they have or will work in diverse groups.)</li> <li>2. Give each student a sheet of notebook paper. Tell students, “You have two minutes to write as many skills as you can think of to help you work with diverse groups of people.” Challenge students to brainstorm as many ideas as they can. Let them write for about two minutes. (Save list for Lesson 2.)</li> <li>3. Ask, “How can you respect others’ ideas when you are working together in the large group?”</li> <li>4. Ask students to volunteer to share items they have listed on their paper and write the responses on the chart or chalkboard. Determine which ideas may not work and which ones are most important when working with others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students brainstorm the meaning of “diversity.” Their definitions represent a broad spectrum of diversity: diversity of thought, of hairstyle choices, of tastes in music, and more.</li> <li>2. Students write as many skills as they can in two minutes (e.g. listening, taking turns, respect, sharing ideas, accepting ideas, etc.). List is saved for Lesson 2.</li> <li>3. Students listen and share ideas for showing respect for classmates’ responses (e.g. listen, take turns sharing, accepting different ideas and points of view, etc.).</li> <li>4. Students volunteer and share responses.</li> </ol>

<p>5. Review the definition of Personal and Ethical Skills. Ask, “Does anyone know what these words mean?” Explain, “The skills on the board are important skills for students or people to have when they are doing their work or job.”</p> <ul style="list-style-type: none"> <li>● <b>Personal Skills</b> are skills about how a person treats themselves or others. (Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.)</li> <li>● <b>Ethical Skills</b> are skills a person uses when trying to do the right thing in different situations. (Important ethical skills: honesty, doing the right thing, doing your own work, and doing your best work.)</li> </ul> <p>Ask students: “How would each skill work or not work? What skills need to be practiced?” Challenge students on their ideas or set up situations for role-plays.</p> <p>6. Have students think about what skills they have successfully used in groups in the past. Select students to role-play their situation. Ask, “What was effective about the skills you used? What was not effective about the skills you used?” Play devil’s advocate in different situations.</p>	<p>5. Students rethink the personal and ethical skills they identified and asterisk those they believe would be most helpful in a group. They will mark with a “P” the skills they need to practice.</p> <p>6. Students describe a situation in which they helped a group solve a problem, and a situation in which they did not. Students volunteer to role-play their situation. They identify actions “to keep” and actions “to throw-away.”</p>
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**Teacher Follow-Up Activities**

Encourage classroom teachers to acknowledge the personal and ethical skills students routinely use every day and to encourage the class to prepare for the next lesson as stated above.

**Counselor reflection notes (completed after the lesson)**