

**Unit #3 Title:** Respect for All Work

**Lesson Title:** How I Relate to Others **Lesson 1 of 4**

**Grade Level:** 9

**Length of Lesson:** 55-70 minutes

**Mississippi College and Career Readiness Standards:**  
**ELA:** RI.9-10.4, RI.9-10.7, RI.11-12.4, RI.11-12.7  
**ELA:** W.9-10.7, W.9-10.8, W.9-10.9, W.11-12.7, W.11-12.8, W.11-12.9  
**ELA:** SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.11-12.1, SL.11-12.2  
 SL.11-12.3, SL.11-12.4, SL.11-12.5  
**ELA:** L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6, L.11-12.1, L.11-12.2  
 L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6  
**ELA:** WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.9  
 WHST.11-12.8

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

**American School Counselor Association (ASCA) National Standard:**  
 M 2, M 3, M 4, M 5, M 6  
 B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7, B-LS.8, B-LS.9  
 B-SMS.1, B-SMS.2, B-SMS.3, B-SMS.4, B-SMS.5, B-SMS.7, B-SMS.8., B-SMS.9  
 B-SMS.10  
 B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

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

Activity sheet: How I Relate to Others, a self-assessment inventory that explores the relationship between self and others and the skills for working with others on group activities. Source: The self-assessment inventory is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MODESE, 1980).

**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 five positive skills that enhance school and community contributions as they relate to a career and educational plan.

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

**Assessment should relate to the performance outcome for goals and objectives.**  
**Assessment can be question answer, performance activity, etc.**  
 The students will work in pairs or small groups to analyze and discuss the results of their How I Relate to Others activity sheet.

**Lesson Preparation**

**Essential Questions:**  
 What skills are necessary for the most effective interaction within group situations?  
 How can I measure whether or not I have the necessary skills?

**Engagement (hook):**  
 Before starting the activities of this lesson, make the statement: “Ask not what your country can do for you, but what you can do for your country.” Then ask: “What does President Kennedy’s 1961 statement have to do with you, your choice of activities now, and your work in the future? That is the question that underlies our work in this unit. We will be learning more about our interconnectedness and our responsibilities to ourselves, each other, and our global society. Keep JFK’s words in your mind as you consider your career choices and opportunities.”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Students will be chosen to role-play group situation(s) that show effective and ineffective group interactions. Engage students in a group role-play activity followed by a discussion of effective and ineffective group interaction.</li> <li>2. Counselor will distribute the How I Relate to Others activity sheet. Introduce the activity sheet and emphasize the concept of conducting a self-assessment of relationship skills. Review each section of the activity sheet and ask students to complete the activity.</li> <li>3. When students have completed the activity sheet, the counselor will facilitate a discussion of the activity sheet and students’ responses with the group. One of the prompts might be: “What do you have to do differently in order to work more effectively with others?”</li> <li>4. You may want to collect the activity sheets and save the results for students to review as a</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will participate in role-play or participate as observers.</li> <li>2. Students will complete the How I Relate to Others activity sheet.</li> <li>3. Students participate in discussion by talking about specific and/or general items.</li> <li>4. Students turn in their activity sheets.</li> </ol>

<p>part of the eleventh grade, unit 3 lesson Peer Review of My School and Community Activities. This is another instance when a storage system for students' work will be useful!</p>	
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**Teacher Follow-Up Activities**

<p>Students will write a one-page paper discussing what they learned about themselves and how they will use the information to improve their relationships with others.</p>
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**Counselor Reflection Notes (completed after the lesson)**

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### How I Relate To Others

This form will help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps for using this form are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals in the space provided below each subsection.
3. Go back over the whole list and circle the numbers of the **three** or **four** activities which you will work to improve at this time.

<b>Communication Skills</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening attentively			
6. Thinking before I speak			
7. Keeping my remarks on the topic			
8.			

<b>Observation Skills</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Noting who is being left out			
5. Sensing feelings of individuals			
6. Noting reaction to my comments			
7. Noting when group avoids a topic			
8.			

<b>Problem-Solving Skills</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7.			

<b>Morale-Building Skills</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7.			

<b>Emotional Expressiveness</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7.			