

Unit 1 Title: What Does it Take to Get Along With Others?

Grade Level: 4

Number of Lessons in Unit: 6

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What Does Respect Look Like in School?

Materials/Special Preparations Required:

Respect: Is It Worth It For Me? worksheet

Pencils (one per student)

Lesson 2: What Does Respect Look Like at Home?

Materials/Special Preparations required:

Respect Within the Family – Report Card worksheet

Pencils (one per student)

Lesson 3: Respect for All Kinds of People Inside and Outside the School

Materials/Special Preparations Required:

The Untangle Game

Diversity Puzzle handout

Light Colored Crayons (optional)

Embracing Diversity: The CARE Poster:

Collaboration, Acceptance, Respect, and Empathy

Lesson 4: Similar and Different

Materials/Special Preparations required:

SMART Board or chart paper for Venn Diagram

Embracing Diversity: The CARE Poster:

Collaboration, Acceptance, Respect, and Empathy

SMART Board or chart paper for Abraham Maslow's Hierarchy of Needs for Kids

Venn diagram handout for students to work in pairs comparing each other (optional).

Lesson 5: Talk it Over and Work It Out: Compromise!

Materials/Special Preparations Required

STAR Steps to Solving Conflict Poster (to be left in each classroom for teacher and student use)

Typical Scenarios of Childhood Conflict in School

Lesson 6: Tic Tac Toe, Get Off My Toes

Materials/Special Preparations required:

STAR Steps to Solving Conflict Poster

A Tic Tac Toe floor game: On an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the Tic Tac Toe game squares – 1 ½' by 1 ½'. On the side, out of construction paper, make nine X's and nine O's signs for

places to hold as needed (laminates them for future use).
 Case scenarios for “Tic Tac Toe, Get Off My Toes”

Missouri Comprehensive Guidance and Counseling Big Idea:
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectations (GLEs):
 PS.2.A.04: Demonstrate respect for others’ personal opinions and ideas. (DOK Level - 2)
 PS.2.B.04: Recognize and respect diverse groups within the school and community. (DOK Level - 2)
 PS.2.C.04: Identify and practice the skills used to compromise in a variety of situations. (DOK Level - 3)

American School Counselor Association (ASCA) National Standard:
 Personal/Social Development
 A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect others.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas 7. Identifying and evaluating relationships between language and culture
X	Mathematics 1. Addition, subtraction, multiplication, and division;

		other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is it important to respect differences?

Unit Measurable Learning Objectives:

The student will self-assess 16 areas of respect at school by completing a self-report survey and write a plan for improvement.
 The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey and write a plan for improvement.
 The student will list 23 ways in which people are different on the diversity puzzle.
 The student will compare and contrast 18 characteristics they have with 18 characteristics of another student.
 The student will use the STAR method to role play at least two conflict resolution scenarios in school.
 The student will find win-win compromise solutions to two problem scenarios in school.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Guided & Shared)
- Indirect (Problem-Solving)
- Experiential (Games; Surveys)
- Independent Study
- Interactive Instruction (Role-Playing; Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will use the STAR steps in problem solving to resolve conflict scenarios.

Brief Summary of Unit: The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students should be able to:

- Identify most verbal and nonverbal emotions

- Identify the behavioral consequences of those emotions
- Know a variety of social skills and manners
- Understand and apply basic steps to problem solving.