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| <p>Unit 1 Title: What Does it Take to Get Along With Others?</p> <p>Lesson Title: What Does Respect Look Like in School? Lesson 1 of 6</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectations (GLE): PS.2.A.04: Demonstrate respect for others' personal opinions and ideas</p> <p>American School Counselor Association (ASCA) National Standard: Personal / Social Development A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others</p> |
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Materials (include activity sheets and/ or supporting resources)

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| <p><i>Respect: Is It Worth It For Me?</i> worksheet Pencils (one per student)</p> |
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Show Me Standards: Performance Goals (check one or more that apply)

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

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 |
| 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 | |

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will self-assess on 16 areas of respect at school by completing a self-report survey.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.

Assessment can be question answer, performance activity, etc.

The student will complete the *Respect: Is It Worth It For Me?* self-assessment worksheet

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a human need?
- How important is it to respect others the way we need to be respected ourselves?
- What does a quality relationship looks like & how is it maintained?

Engagement (Hook):

Have students think of the most respectful person they can.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
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| <ol style="list-style-type: none"> 1. Ask students to conceptualize the meaning of the word respect. “What does the person you thought of do that demonstrates respect?” 2. Ask students to describe what respect looks like? <ul style="list-style-type: none"> • With your eyes • With your words • With your heart • With your actions. 3. Distribute <i>Respect: Is It Worth It For Me?</i> Worksheet and pencils (one per student). Instruct students to give only one answer per line and to be honest. 4. Instruct students to choose three items and write a plan for how they are going to improve in those areas. | <ol style="list-style-type: none"> 1. Students listen attentively and answer the counselors’ questions, as appropriate. 2. Students respond. 3. Students place a folder in front of their survey for privacy and fill out the survey. 4. Students write plans for how to improve in those areas. |

Teacher Follow-Up Activities

In subjects such as social studies and communication arts, teachers pinpoint to situations involving respect or disrespect, and promote group discussions including correctives if necessary.

Teachers praise bibliographical and historical characters that are respectable and respectful.

Teachers have a Good Manners table or corner in the classroom, designated to discuss and sort out situations involving disrespect.

Counselor reflection notes (completed after the lesson)

Name: _____ Date: _____ Grade: _____

Respect is the ability to recognize, appreciate, and celebrate your value and uniqueness and the value, uniqueness, and autonomy of others.

RESPECT: IS IT WORTH IT FOR ME?

Give only one answer per line. Be Honest!

| RESPECT IN SCHOOL: | Regularly | Sometimes | Never |
|---|------------------|------------------|--------------|
| 1. I follow the rules whether I like them or not. | | | |
| 2. I follow teacher's directions because they are helpful. | | | |
| 3. I respect authority. Authority figures have a hard job to do. | | | |
| 4. I am punctual. I respect the time of others. | | | |
| 5. I respect good hygiene: I bathe and brush my hair and teeth, and I wear clean clothes every day. | | | |
| 6. I respect the truth and I tell the truth even if it gets me in trouble. | | | |
| 7. I respect people's personal space. | | | |
| 8. I know I can earn respect for myself by being polite, helpful, and considerate of others. | | | |
| 9. I show respect for people's differences. | | | |
| 10. I treat people how I want to be treated. | | | |
| 11. I show consideration and compassion for people who are disabled or different from me. | | | |
| 12. I help people who are mistreated. | | | |
| 13. I remember that the best way to show respect is by observing good manners and by the way I act. | | | |
| 14. I know that respect can be shown with my eyes. I avoid rolling my eyes or giving dirty looks to others. | | | |
| 15. I can show respect with my heart, by appreciating and celebrating other people and creatures. | | | |
| 16. I know one more way to show respect to myself and to others with the words I say. | | | |
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Choose three items above and write a plan for how you are going to improve these skills.