

Unit 1 Title: Respecting Differences in Others	
Lesson Title: Acting Out Respect	Lesson 1 of 3
Grade Level: 5	Length of Lesson: 30- 45 minutes
Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences	
Grade Level Expectation (GLE): PS.2.A.05: Exhibit mutual respect and compromise in relationships.	
American School Counselor Association (ASCA) National Standard: Personal and Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	

Materials (include activity sheets and/ or supporting resources)

Copies of Role Play Scenario STAR Problem Solving Poster

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will contribute at least one idea to his/her small group related to compromise using the STAR problem solving model.

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.

In a classroom discussion, students identify how mutual respect and compromise in relationships is important.

Lesson Preparation

Essential Questions: Why do we need to have friends?

Engagement (Hook): In a prearranged role-play with the classroom teacher, the counselor loudly and irately complains about someone taking a favorite pen out of the office without permission. Ask the class: What should be done to resolve the situation using respect and compromise?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Introduce what it means to compromise. 2. What are the words or actions someone would need to use in order to compromise respectfully? 3. Introduce the steps of compromise to students using the STAR method of problem solving. <ol style="list-style-type: none"> a. Stop – Identify the situation or problem to compromise that needs to be solved. b. Think – Think about the choices or options to solve the situation or problem. c. Act – Decide how you are going to compromise. d. Review – Review the final compromise to the situation. 4. Divide the class into teams of four to five students. 	<ol style="list-style-type: none"> 1. Students share ideas. Examples: Compromising means to give and take in a situation. Each person involved may have to give up the way they think it should be and accept someone else’s ideas. 2. Students share ideas. Words – Please, thank you, excuse me... Actions – Smile, nice tone of voice, appropriate body language. 3. Students will review the steps of compromise. 4. In small groups, students will role-play the following scenarios.

<p>5. Give each team a scenario on a slip of paper to work out and role-play for the class. Give them about seven minutes to practice. Allow each group to present the scenario to the class and discuss how respect and compromise were displayed.</p> <p>6. At the lesson conclusion, have students discuss what they learned about using respect and compromise in their relationships.</p>	<p>5. Teams work out and role-play the scenarios.</p> <p>A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.</p> <p>B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.</p> <p>C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.</p> <p>D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.</p> <p>6. Students discuss what they learned.</p>
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Teacher Follow-Up Activities

Set up a “peace table” or desk in the room. Allow students to use respect and compromise to resolve relationship problems.

Counselor reflection notes (completed after the lesson)

Role Play Scenario:

A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.

B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.

C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.

D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.

Be a Problem Solving STAR

