Unit Title: Respecting Differences in Others

Lesson Title: Respecting Differences

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.B.05: Demonstrate respect for individuals in diverse groups.

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 the Respect Mixer worksheet for each student.
Writing utensils
Candy for the first five to turn in the worksheet complete with 12 different signatures (optional).

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
3. Exchange information, questions, and ideas while recognizing the perspectives of others.

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
Courage X Compassion X Tolerance

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success
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Lesson Measurable Learning Objectives:
The student will discover at least four ways he/she similar or different from their classmates.

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.
Students will identify the similarities and differences they have with their classmates from the Respect Mixer worksheet.

Lesson Preparation
Essential Questions: What does a quality relationship look like when individuals respect each other? What does a person need to do to maintain a quality relationship?

Engagement (Hook): The instructor asks two students to stand up in the room. How are the two students alike and different? After comparing the instructor asks the class: How much do you really know about your classmates? Today we are going to find out about our likenesses and differences.

Procedures

<table>
<thead>
<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
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</thead>
<tbody>
<tr>
<td>1. Copy the attached Respect Mixer worksheets for each student. Make sure students have a writing utensil.</td>
<td>1. Ask classmates to sign the appropriate box that applies to them.</td>
</tr>
<tr>
<td>2. Go over the directions to make sure students understand what they are expected to do. Direct students to complete the worksheets in an allotted time.</td>
<td>2. Students complete and keep their Respect Mixer worksheet.</td>
</tr>
<tr>
<td>3. Instruct students to review their individual respect mixer sheets. Ask them to identify boxes that have information that is like theirs by placing an L in the box. Instruct them to identify information that is different from theirs and place a D in the box.</td>
<td>3. Students identify information that is like theirs and different from theirs.</td>
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<tr>
<td>4. Give student the opportunity to share items that are like and different than their information.</td>
<td>4. Students share information.</td>
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<tr>
<td>5. Lead a discussion regarding respecting</td>
<td>5. Students discuss.</td>
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### Teacher Follow-Up Activities

Discuss differences in others when it applies to content areas.

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

<table>
<thead>
<tr>
<th>differences in others.</th>
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**Respect Mixer**

**Directions:** Students will sign the box that applies. Students may only sign once and may not sign their own sheet.

<table>
<thead>
<tr>
<th>Was born out of state?</th>
<th>Has the same birthday month?</th>
<th>Has a different length of hair?</th>
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<tr>
<th>Has different colored eyes?</th>
<th>Plays a musical instrument?</th>
<th>Likes the same subject?</th>
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<tr>
<th>Is the same height?</th>
<th>Has a different shoe size?</th>
<th>Likes the same kind of pizza?</th>
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<thead>
<tr>
<th>Has been at the same school since kindergarten?</th>
<th>Has pets at home?</th>
<th>Likes the same color?</th>
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