

**Unit # 2 Title: R-E-S-P-E-C-T...Find Out What It Means to Me (and You)**

**Lesson Title:** Respect: Looks Like, Sounds Like, Feels Like **Lesson 1 of 3**

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

**Grade Level Expectation (GLE):**  
 PS.2.B.06.a.i: Identify and develop strategies to promote acceptance and respect in the school and community.

**American School Counselor Association National Standard (ASCA):**  
 Personal/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)**

Respect: Looks Like, Sounds Like, Feels Like Activity Sheet  
 Planning to Use Respect Activity Sheet  
 Students will need something to write with

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
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
	Goal 4: make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 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		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.** Students will participate in question and answer discussion and complete the *Planning to Use Respect* Activity sheet.

**Lesson Preparation**

**Essential Questions:** Why is respect for others important? How do we know we are using respect?

**Engagement (Hook):** The counselor will display a stuffed animal that talks/sings/plays music. Ask a student to come forward and use their senses to describe the item to the rest of the class. The student may say things like it is soft, talks/sings/plays music, looks cute/cuddly, etc. Ask the students if the student describing the item has described it accurately. Ask the students if other things can be described by using their senses.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. The counselor will pass out the <i>Respect: Looks Like, Sounds Like, Feels Like</i> Activity Sheet and tell the students that just like the above item was described, we can describe respect. Tell the students that they are going to be writing down what respect looks like, sounds like and feels like.</li> <li>2. Have students voluntarily share what they have written on their activity sheets and discuss, letting students write down or make changes to their sheets. Encourage students to give personal or other examples of what they mean with their answers.</li> <li>3. Ask students how what they have written can be used as a plan to show</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will write down what respect looks like, sounds like and feels like.</li> <li>2. Students will volunteer to share what they have written on their activity sheets, discuss one another's answers as a group and make changes to their sheets. Students should be able give examples of their answers.</li> <li>3. Students should be able to discuss knowing what respect looks, sounds and feels will enable</li> </ol>
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<p>respect towards others.</p> <p>4. Hand out the <i>Planning to Use Respect Activity Sheet</i>. Read the directions and explain that they will choose one person not listed to show respect towards. Make sure that students know they are to practice their plans. Have the students complete the sheet in class.</p> <p>5. Have students turn in their <i>Respect: Looks Like, Sounds Like, Feels Like Activity Sheet</i>. They may keep their <i>Planning to Use Respect Activity Sheet</i>.</p>	<p>them to develop ways and plan to show others respect.</p> <p>4. Students will complete the activity sheet showing that they have plans/strategies they can develop to show respect to a variety of people in their school community and home environments.</p> <p>5. Students will turn in the first activity sheet and take the second one with them.</p>
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**Teacher Follow-Up Activities**

The teacher can post the *Respect: Looks Like, Sounds Like, Feels Like Activity Sheets* on a bulletin board of respect as a reminder to the students of how they could develop ways to show respect.

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

## Respect: Looks Like, Sounds Like, Feels Like

What does respect look like?



What does respect sound like?






What does respect feel like?



## Planning to Use Respect

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person	 Looks	 Sounds	 Feels
My Parents			
My Teachers			
My Friends			
My Classmates			
My Neighbor			
My (siblings, grandparents...choose someone not listed above)			