

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

**Lesson Title:** R-E-S-P-E-C-T: A Basic Skill

**Lesson** 2 of 3

**Grade Level:** 7

**Length of Lesson:** a minimum of 4 50-minute class periods. (Consider implementing this lesson over time so *Operation R-E-S-P-E-C-T* advocacy plan and products are developed to their fullest.)

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.B.07.a.i: Promote acceptance and respect for individual differences.

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

Personal/Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

- Five (5) or six (6) advertisements for products with high recognition value for seventh graders e.g., multi-media advertising for a new movie, a new videogame or a clothing line. Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1 (see attached).
- Examples of multi-media advertising campaign(s); slogans, “theme songs,” logos (to be gathered by students outside of class).
- Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
- Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
- Resource Person(s) to talk with students about design elements to consider when developing their advocacy plan—Survey parents as potential resources.
- Production Resources (e.g., paper, markers, AND recording equipment – video and audio)

**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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English 4. Writing formally (e.g., reports, narratives, essays) and informally (e.g., outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability, and statistics
X Social Studies	7. Use the tools of social science inquiry
Science	
Health/Physical Education	
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines.

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	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.**

The assessment “instrument” for this lesson is in the form of a scenario which will be enacted in the classroom by class members. Via this assessment process, students will become involved in a simulation as an advocate for a school-wide commitment to R-E-S-P-E-C-T as a way of life. Social responsibility practiced in school increases the likelihood that social responsibility will be enacted in the community. The Performance Scenario and Guidelines are provided at the end of this lesson.

**Lesson Preparation**

**Essential Questions:** What does “Respect – A Basic Skill” mean? How would “Respect” as a basic skill make a difference in our school?

**Engagement (Hook):** Gather print and non-print examples of advertising campaigns for a familiar product (e.g., brochures and multi-media presentations for the DVD of a box-office hit movie). To the extent possible, override or block out product/event names on the packaging. Play and/or show advertising “mechanisms.”

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. The counselor will introduce the lesson using the “Hook” (above). After showing/playing the first of the advertisements/commercials, explain Activity Sheet 1: its purpose and student tasks. (Be sure products are numbered and that the numerals match the numerals on the data entry form.) After each advertising example, students will record what they believe to be the product name in Column A of Table 1 (Activity Sheet <i>RESPECT by the Numbers</i>).</li><li>2. After each of the media examples has been viewed/heard and students have entered their responses in Column A of Table 1, show the actual or a facsimile of the product being promoted by each advertisement. As products are displayed, students write correct product name in Column B of Table 1. In Column C, students will indicate whether or not they responded with the correct product name.)</li><li>3. The PSC (or classroom teacher) will facilitate data collection and data entry by providing leadership for the completion of /columns D (current ownership and use) and Column E (potential ownership/use).</li><li>4. When data have been entered, students will gather/analyze data to determine the percentage of students who correctly identified the products advertised (Column C); the number who already own or use the product (Column D); and who, if they could, would buy the product after seeing the commercial/ advertisement for the product (Column E). Enter the results in Table 1 (Activity Sheet 1: <i>R-E-S-P-E-C-T: A Basic Skill by the Numbers</i>).</li></ol>	<ol style="list-style-type: none"><li>1. Students will enter what they believe to be the name of the products in Column A of Activity Sheet 1: <i>Respect by the Numbers</i>.</li><li>2. When all advertising has been viewed or heard and the product names have been listed in Column A, students will re-view/listen to advertising message for each product, participate in a discussion about the products and their names and enter the correct product names in Column B. They will “self-score” their responses and indicate in Column C whether or not they responded with the correct product name.)</li><li>3. Working with the guidance of the counselor or classroom teacher, the data collection and data entry process will be continued. Columns D (current ownership and use) and Column E (potential ownership/use).</li><li>4. Students will assist with counting and recording responses in Columns C, D, and E.</li></ol>

<p>5. To accomplish the aggregation of the data, assign students to a 3 or 4 member group to compile individual results into group results. Assuming the class will be divided into at least 6 teams, we suggest that 2 teams work (independently) on compiling the data for one column (C, D, or E). In that way, a system of checks and balances occurs.</p> <p>6. Ask students who compiled data for the separate columns (C, D, or E) to present the results for that column to the rest of the class. Class members who are not presenting, may use Activity Sheet 1 to record the results.</p> <p>7. As results are shared, bring out the following themes and ideas (if members of the groups or class don't mention the themes.)</p> <ul style="list-style-type: none"><li>• Planned use of media sells products.</li><li>• The most successful advertising is that which embeds a concept or opinion of the product in other's thinking.</li><li>• If respect is to be considered a basic skill, we must sell it via a planned media campaign, a-la- "Operation R-E-S-P-E-C-T.</li><li>• Seventh graders can be a catalyst for communicating "respect" as a way of life within their schools.</li><li>• We all have a social responsibility to advocate for the respect of all people, especially those who are too young to advocate for themselves</li></ul> <p>8. Review the conceptual essence of the 6<sup>th</sup> grade lesson: using more than one sensory modality enables us to gather data (information) that might be overlooked if only one sensory mode were used. Solicit and/or remind students that in the sixth grade lesson, they were taking responsibility for communicating their respect and honoring of others.</p>	<p>5. Students will ask questions to clarify their tasks and work with others to compile group data for one Column: C, D, or E.</p> <p>6. Students will participate in the planning and delivery of an informal presentation regarding the results of the survey process.</p> <p>7. Students who are not presenting, will practice team skills by asking questions, making suggestions and being supportive of those presenting.</p> <p>8. Students will volunteer to share their successes and challenges in implementing their sixth grade plans to show respect.</p>
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Distribute copies of the sixth grade Activity Sheet *Planning to Use Respect* (it would approach ideal if you, or they, have their completed plans from Grade 6). Ask for volunteers to talk about the parts of their plans they have been able to continue beyond the 6<sup>th</sup> grade lesson.

Closure for Steps 1-8 of this lesson: Ask: How does communicating respect for another relate to our purchase of products? How might the use of multi-sensory modalities be used to increase sales? Encourage: looking and listening for ads that incorporate multi-sensory modalities.

**NOTE:** This is a good place to end the first day of the Operation R-E-S-P-E-C-T planning process.

9. Getting Ready for Steps 9-13: Ask students tell about their observations about the use of multi-sensory modalities in advertising. If you are met with blank stares, back-up to the Hook for this lesson and relate multi-sensory concept of “Sounds like . . ., Looks like . . ., Feels like . . .” to the advertisements that were used as the “Hook”. (You are seeking examples of advertisers using multi-sensory approaches to influence consumers to buy their products.)

10. Write “Auditory Visual ‘Heart Feeling’” as column headers on board.

**Introduce the Performance Scenario and “Operation R-E-S-P-E-C-T” campaign by asking: “What makes you buy a product?” As they brainstorm, write their words in the column where the words fit best—add additional sensory modes (taste, smell, touch) if needed.**

11. Ask: How do companies know the best

9. In groups, students will identify the sensory modes that were used in the advertisements presented as the “Hook” for this lesson.

10. Students, as a whole group, will identify what influences them when deciding whether or not to buy a product.

11. Students will contribute to information

<p>12. Tell the students that they are going to become advertising executives for an ad firm that has been hired by your school to sell the concept of “R-E-S-P-E-C-T: A Basic Skill and A Way of Life” to the school community. Ask students what “selling a concept” means to them. Remind students that the purpose of the plan for communicating respect to family members was a plan to sell a concept—I respect and honor you, my mother.</p> <p>Distribute the Performance Scenario and rubric. Provide students time to read the scenario and the rubric guidelines. When students have had time to read the scenario and guidelines, open the discussion to questions about the assignment.</p> <p>When individual questions have been answered, assign students to their advertising teams. Guide students in introducing themselves by telling about the skills they each will bring to the work of the team (e.g. art poetry writing, rap singing, organization).</p> <p>13. Assignment: Tell students they are to begin thinking like an ad executive—each student will look for comprehensive product-advertising campaigns and bring examples to the next guidance class meeting. Examples may be from any type (legal) business.</p> <p>Before the next meeting time, students will write a one-two page informal writing</p>	<p>12. Students will contribute to discussion re: selling a concept – what does it mean?</p> <p>Students will read the Performance Scenario and rubric and ask clarifying questions.</p> <p>Students will meet with their advertising teams to get acquainted with each other as members of the same team. Each will complete A self-assessment and asset search –What strengths do I bring to this team as a “knowledgeable worker”? What personal strengths do I possess that will facilitate the use of every team member’s positive energy?</p> <p>13. Students will ask questions to clarify the kinds of examples and the resources that are available for finding examples.</p> <p>Students will ask clarifying questions about the informal writing assignment.</p>
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describing of the large-scale ad campaign, hypothesizing about target audience and how the company's campaign appeals to that audience. The last paragraph of the student's writing will demonstrate the transfer of knowledge and understanding gained through observing/analyzing large scale advertising campaigns to the development of the "Operation R-E-S-P-E-C-T campaign.

(Note: this is the suggested breaking point between day 2 and day 3 of lesson implementation).

14. Steps 14 onward: Demonstrating GLE 2.2 7<sup>th</sup> grade Advocacy Competence. Students will join with team members to discuss observations from the real world of advertising.

15. The Performance Scenario Begins: The teams will begin with a team conversation about each individual's vision for "**Operation R-E-S-P-E-C-T –Making Respect a Basic Skill and a Way of Life in the Middle School.** The creativity of the team is encouraged—Each one of the members brings a unique creativity to the team—team members are responsible for helping everyone's talent and creativity come alive during the planning for the Performance Scenario. When individual visions have been shared , the collaboration and division of labor begin with the team outlining each aspect of the plan and assigning people who will carry out responsibility and the accountable person in each team.

16. You-Guide on the Side: Teams will follow the guidelines presented in "Summative Assessment". The counselor and/or classroom teacher is/are urged to use

14. Each student will contribute to discussion by promoting the linkage between and among the comments/observations of team members

15. Students will imagine and explore with other team members ways to make respect for self and others a basic skill and a way of life.

A multi-media station (computer/projection equipment/printers) will facilitate the mechanics of writing the plan.

16. Team members will develop an Action Plan for the **Operation R-E-S-P-E-C-T** making respect for others a way of living. In their plans, students will include

<p>restraint and curb the desire to save students from “mistakes” or embarrassment—students will learn more and gain more self-confidence if they are allowed to work their way out of a mess”. Be available for support and a helping hand when a team needs it. Spend time with each team—listen to their conversations to determine what, if any, re-direction is needed. Midway through time allotment, remind students of time remaining and answer any “good of the cause” questions—i.e. questions that pertain to everyone. Remind teams of product you are expecting to see at the end of this period. This is a place for real collaboration between classroom teacher and PSC – Work with CRT to incorporate time for teams to work together in classroom.</p> <p>The last Step: Performing and Reflection /Projection:</p> <p>17. Teams will each make a 7-minute presentation of their <b>Operation R-E-S-P-E-C-T plan</b>. Class members who are not presenting will serve as the school board/Advisory Council and will use the rubric as a checklist. At the end of each presentation 3 minutes will be set aside for writing, Students utilize Checklist and Reflection/projection statements to identify their next steps—as individuals/as a class in order to follow-through with “Operation R-E-S-P-E-C-T.</p>	<p>“accountability checks” with their partners.</p> <p>17. Students will write thoughtful “I learned ...” statements; four students will volunteer to share their statements.</p> <p>Students will make arrangements (i.e., get permission) to post the materials they developed as a part of their proposal in high visibility, community places around the school.</p>
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**Teacher Follow-Up Activities**

The counselor and the classroom teacher will collaborate in order to make **Operation R-E-S-P-E-C-T** “work” successfully. The classroom teacher will be asked to provide a time each day for students to talk together about their observations of **R-E-S-P-E-C-T** becoming known as a basic skill and a way of life in the middle school.

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

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Summative Assessment for PS 2.B Grade 7 Unit 2 Lesson 2)

**PERFORMANCE SCENARIO**  
**“Operation R-E-S-P-E-C-T”**

**Goal:** (of scenario): Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

**Role:** You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team-meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

**Supporting Characters:** (**note:** the number and titles of supporting characters will vary depending upon your specific situation). Your co-workers and members of the advertising company’s team (7); school board and advisory council representatives (2); School Administrator (1) and any others deemed necessary.

**Audience:** All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

**Situation:** Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students’ suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students and punish others.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school community.

**Product, Performance and Purpose:** You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be reviewed and endorsed by all groups holding a vested interest in making R-E-S-P-E-C-T a way of life in the middle school. Examples of strategies and materials will be available for all to review (e.g., poster samples, theme song, motto). The plan will be presented to the Board of Education and the Advisory Council with the goal of making the Operation R-E-S-P-E-C-T plan a part of the district’s strategic planning process from year to year.

**Reviewer:** \_\_\_\_\_ **Date** \_\_\_\_\_ **Role** \_\_\_\_\_

**Standards and Criteria for Success:**

- 1 = one or two elements present
- 2 = two or three elements present
- 3 = All elements present; explanations and descriptions are one or two sentences in length and step x step processes/procedures/outcomes are not provided.
- 4 = All elements present; explanations and descriptions are thorough and clear; step x step processes/procedures/outcomes are provided
- 5 = All elements present; explanations and descriptions are thorough and clear; step x step processes, procedures, outcomes are provided; plan document is organized, specific details easy to find through Table of Contents and an index.

<b>Your proposal/plan will include:</b>	1	2	3	4	5
An introduction and overview of the process and intended outcomes (an executive summary)					
Input from members of the school community as evidenced by: •interviews/surveys which sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). •a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).					
Proposed activities and people involved in each activity are identified, e.g., Activity 1 = Production of eye- and thought-catching R-E-S-P-E-C-T posters People involved = All students will work with a partner to design and produce a poster. Time Line = Begin September 1; Posters displayed: October 1; Budget = Supplies for poster production \$250.00 Accountable Person = Jim and Jane Activity 2 = categories above are repeated for each of the proposed activities.					
Anticipated effects in students' lives and learning: what will students know and be able to do as a result of the activity? Short term/medium term/long term effects related to activities and Operation R-E-S-P-E-C-T					
Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, will be used to assure project success.					
Assessment of results: Measurement of Success					
Overall time line, budget, persons accountable for each phase or task.					
References/Resources used during process of developing proposed plan.					

**Reflections: I Learned**

\_\_\_\_\_

**It would have been helpful for me if team had**

\_\_\_\_\_

**OR**

**The next time I do a team activity like this, I,** \_\_\_\_\_

I rate the success of the planning process and document as:  
High 5 4 3 2 1 Low

**RESPECT** as a basic skill and a way of life is a worthy goal for a harmonious world; therefore, I will act on my social responsibility via the following actions for social justice:

\_\_\_\_\_ by \_\_\_ / \_\_\_ /200\_\_

Signed \_\_\_\_\_ Witness \_\_\_\_\_

**Activity Sheet 1**  
**(Sample tables to accompany 2.2 Grade 7 Unit 2 Lesson 2)**  
**Preliminary Analysis of Data Collected Regarding Media Influence**  
**R-E-S-P-E-C-T: A Basic Skill by the Numbers**

Date Data Collected \_\_\_\_\_ Name of Data Collector \_\_\_\_\_

**Methodology (e.g., Purpose of Data collection? How were data collected? How was sample selected, how and by whom will data be used?)**

**Table 1: Results**

<b>Column A Products</b>		<b>Column B Students Who Correctly Identified the Product</b>		<b>Column C Students Who currently own/use the product.</b>		<b>Column D Students who, if they could, would buy /use the product as a result of advertising.</b>	
What I Think/ What the advertising firm says.							
<i>In my humble opinion, the product is _____</i>	<i>According to the advertising firm, the product is _____</i>	<b>I Got It Right!!!!</b>		<i>I own and/or use th Product.</i>		<i>If I could, I'd buy and/or use the Product!</i>	
		<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>

**Table 2: Percentage of students responding “Yes” to query in Columns B, C, D, Table 1**

Number of students in attendance when data were collected	Number of non-responders	<b>% of Students Who Correctly Identified the Product</b>	<b>% of Students Who currently own/use the product.</b>	<i>% of Students who, if they could, would buy /use the product as a result of the advertising.</i>	Comments:




**What do the data tell you and your team?**

**What information do you need in addition to the survey data?**

**Activity Sheet 2**  
 (2.2 Grade 6/7 Unit 2 Lessons 1/2)  
**Respect: Looks Like, Sounds Like, And Feels Like ...**  
**PLANNING TO USE RESPECT**

**Note:** This Activity Sheet was implemented in 2.2 Grade 6 Unit 2 and will be used in 2.2 Grade 7 Unit 2 to review the use of multi-sensory data to gather information.

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--Use first names or initials to identify the people about whom you are writing.	 Looks Like ...	 Sounds Like ...	 Feels Like ...
Respect For My Parents	[		
Respect For My Teachers			
Respect For My Friends			
Respect for My Classmates			
Respect For My Neighbor			
Respect For My ... (siblings, grandparents ... someone not listed above)			
Respect For Myself			

**Self-Assessment: (\*\*Please write your thoughtful responses on the back of this worksheet.)**

➤ **As I reviewed my responses—I learned I**

\_\_\_\_\_

➤ **If I want to show others that I have respect for who they are, I need to do more**  
**\_\_\_\_\_ and do less**

\_\_\_\_\_.