

Unit # 2 Title: R-E-S-P-E-C-T--Find Out What It Means To You (And Me) **Grade Level:** 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 40-90 minutes

Best time of year to implement this Unit: Beginning PS 2.B Unit 2 early in the school year will give everyone involved time to plan and implement a school-wide program.

Lesson Titles:

6th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like Materials/Special Preparation:

- Activity Sheet -Planning to Use Respect
- Students will need something with which to write

7th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill Materials/Special Preparation:

- 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 an advocacy plan.
- Production Resources (e.g., paper, markers, AND recording equipment – video and audio)

8th Grade Lesson # 3: A Stranger Among Us Materials/Special Preparation:

- Activity Sheet – A Stranger Among Us

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation(s) (GLEs):

PS.2.B.06.a.i: Identify and develop strategies to promote acceptance and respect in the school and community.

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

PS.2.B.08.a.i: Apply strategies that promote acceptance and respect of others within the global community

American School Counselor Association National Standard (ASCA):

Personal and Social Development

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

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information, and ideas into useful forms for analysis or presentation 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or the processes used in recognizing and solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <ol style="list-style-type: none"> 1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	<p>Mathematics</p> <ol style="list-style-type: none"> 3. Data analysis, probability, and statistics

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 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

Unit Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

This Unit's Summative Assessment is an example of school-wide involvement. If your time/resources make the full implementation of the summative assessment as written here unfeasible, it may be simplified by conducting all aspects of the summative assessment within the classroom and limiting involvement to the students within the class (i.e., the scenario will be enacted as a role-play in the classroom using class members as actors). While this is a suitable alternative, you are urged to seek ways to allow students to become involved in a "live-action" experience of advocating 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.

Performance Scenario: (The Performance Scenario begins in Grade 7 and continue/culminate in Grade 8)

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.

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.

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 endorsed by all groups. Examples of strategies and materials will be available (e.g., poster samples, theme song, motto). You will present the plan to the Board of Education and the Advisory Council and convince the members to make the plan a part of the district's operation from year to year.

Standards and Criteria for Success:

Your plan will include:

- An introduction and overview of the process and intended outcomes (an executive summary)
- Input from members of the school community: Utilize interviews/surveys that sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). Provide a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).
- Proposed activities and participants in each activity, e.g., Activity: Produce eye and thought-catching R-E-S-P-E-C-T posters Participants: All students will work with a partner to design and produce a poster.
- Anticipated effects in students' lives and learning (i.e. what will students know and be able to do as a result of the activity?) Short term/medium term/long term effects.
- Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, be used to make project successful.
- Assessment of results: Measurement of Success
- Time Line, budget, persons accountable for each phase or task.
- References/Resources used during plan-development process.

Brief Summary of Unit: Students will be learning how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.

6th Grade: The focus of the 6th Grade Lesson, *Respect: Looks Like, Sounds Like, Feels Like*, is an in-depth study of respect – what it is and the ways in which respect for self and others is basic to communication and interpersonal relationships. The 6th grade lesson emphasizes respectful relationships with people students know – family and friends.

7th Grade: The 7th grade lesson, *R-E-S-P-E-C-T – A Basic Skill*, provides an opportunity for students to become engaged in a project-based learning experience that will lead to a plan of action and advocacy strategies. Students will work in teams to create a school-wide or classroom [depending on time and resources] Action Plan for implementing Operation: R-E-S-P-E-C-T.

8th Grade:

There are two (2) lessons at the 8th grade level. The first, *A Stranger Among Us*, stresses respectful empathy and understanding of the “inner-experience” of being visibly different from the others in the class and/or school. The second 8th grade lesson, *Who is Most Valuable Among Us*, features an experiential decision-making exercise during which teams decide who should or should not be saved from an impending disaster.

Unit Goals:

- Students will be able to explain the meaning of respect in one’s life.
- Students will know and understand respect for self and others as a skill to be developed.
- Students will understand the role of advocacy and will be able to develop a plan for a specific course of action.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations

Mathematics: data analysis

Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)

Comprehensive Guidance: the elements of being a friend; the ability to describe “interpersonal skills,” the ability to use basic self-assessment processes, understanding “respect” as a way of life and an element of friendship.