Unit 1 Title: Individual and Group Differences

Lesson Title: Acting Out Respect and Compromise    Lesson 1 of 3

Grade Level: 2                           Length of Lesson: 30-45 minutes

Missouri Comprehensive School Counseling Big Idea:
SE.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
SE.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend.

American School Counselor Association (ASCA) Mindsets and Behaviors:
Social/Emotional Development

Materials (include activity sheets and/or supporting resources)
2 puppets, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks
Dry erase board or SMART Board

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Communicate effectively within and beyond the classroom</td>
</tr>
<tr>
<td></td>
<td>1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.</td>
</tr>
<tr>
<td></td>
<td>Gather, analyze and apply information and ideas</td>
</tr>
</tbody>
</table>

Goal 3: Recognize and solve problems

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                           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)

<table>
<thead>
<tr>
<th>Enduring Life Skill(s)</th>
<th>X</th>
<th>Integrity</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance</td>
<td>X</td>
<td>Compassion</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Courage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td>X</td>
<td></td>
<td>Goal Setting</td>
</tr>
</tbody>
</table>

Lesson Measurable Learning Objectives:
### The student will use a puppet to demonstrate at least one friendship skill.

### Lesson Formative Assessment (acceptable evidence):

| Assessment should relate to the performance outcome for goals, objectives and GLEs. |
| Assessment can be question answer, performance activity, etc. |
| Students will demonstrate friendship skills by using the puppets. |

### Lesson Preparation

#### Essential Questions: What does a quality relationship look like and how is it maintained?

#### Engagement (Hook): Begin the lesson by using two puppets to illustrate inappropriate ways of interacting with others, such as, shoving, shouting, pushing, and not sharing. Ask students if they would like to play with these “friends,” and if not, why not?

### Procedures

#### Instructor Procedures/Instructional Strategies:

1. Using the puppets, ask students: What are some ways that we show others that we want to be their friend?

2. Write responses on the board.

3. Ahead of time, make a puppet using the paper bag, yarn, and markers.
   a. Give each student a bag and yarn.
   b. Students get out their markers and glue (for the yarn) to complete the puppets.

4. The instructor divides the students into pairs and gives them the following situations to act out with their partner.
   a. Name your puppet and introduce your puppet to your partner’s puppet.
   b. Tell your partner puppet something you like to do.
   c. Tell your partner about your family.
   d. Make up your own idea.

#### Student Involvement/Instructional Activities:

1. Students respond with answers such as, we share, listen, keep secrets, no fighting, and kind to each other.

2. Students review the responses.

3. Students use the brown paper lunch bags to make puppets to practice friendship skills.

4. Students practice friendship skills with their partner’s puppet.

### Teacher Follow-Up Activities

The teacher encourages students to use appropriate friendship skills at all times.