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| <p><b>Unit 1 Title:</b> What Does it Take to Get Along With Others?</p> <p><b>Lesson Title:</b> What Does Respect Look Like at Home? <span style="float: right;"><b>Lesson 2 of 6</b></span></p> <p><b>Grade Level:</b> 4</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive School Counseling Big Idea:</b><br/>SE.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p><b>Grade Level Expectation (GLE):</b><br/>SE.2.A.04: Demonstrate respect for others' personal opinions and ideas</p> <p><b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b><br/>Social/Emotional Development</p> |
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**Materials (include activity sheets and/ or supporting resources)**

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| <p><i>Respect Within the Family – Report Card</i> worksheet<br/>Pencils (one per student)</p> |
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**Show Me Standards: Performance Goals (check one or more that apply)**

|   |  |
|---|--|
| X | <p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.</p>  |
| X | <p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas, while recognizing the perspectives of others.</p>   |
| X | <p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises</p> <p>6. Examine problems and propose solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses a problem</p> |
| X | <p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others.</p>   |

**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        | 6. Participating in formal and informal presentations and discussions of issues and ideas  |
| X | Mathematics               | 1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations. |
|   | Social Studies            |  |
|   | Science                   |  |
|   | Health/Physical Education |  |
|   | Fine Arts                 |  |

**Enduring Life Skill(s)**

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
|   | Perseverance | X | Integrity    |   | Problem Solving |
|   | Courage      | X | Compassion   | X | Tolerance       |
| X | Respect      |   | Goal Setting |   |                 |

**Lesson Measurable Learning Objectives:**

The student will give at least two examples of respect and two examples of disrespect within the context family.  
 The student will self-assess 16 areas of respect in the context of family by completing a self-respect survey.

**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.**

The student will complete the *Respect Within the Family* self-assessment activity.

**Lesson Preparation**

**Essential Questions:**

- Why it is important to recognize that respect is a need within the family?
- How important is it to respect family members the way we need to be respected ourselves?
- What is the meaning and use of respect within the family?
- How could respect be maintained within the family?

**Engagement (Hook):**

Show a selected portion of a movie, such as “Cheaper by the Dozen”, from your school media website (such as United Streaming or YouTube) that illustrates positive family values.

**Procedures**

| <b>Instructor Procedures/Instructional Strategies:</b>   | <b>Student Involvement/Instructional Activities:</b>   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Ask students to review the meaning of the word respect.</li> <li>2. Show an appropriate portion of a movie that illustrates positive family values.</li> <li>3. Ask students to describe what respect looks like within the family?                             <ul style="list-style-type: none"> <li>• With the eyes</li> <li>• With words</li> <li>• With the heart</li> <li>• With actions.</li> </ul> </li> <li>4. Distribute the “Family Respect Report Card” and pencils (one of each per student). Instruct students to give only one answer per line and answer honestly.</li> <li>5. Instruct students to choose three items and write a plan for how they are going to improve.</li> <li>6. Lead students in discussing why respect is important within the family</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen attentively and follow the counselor’s directions, as appropriate.</li> <li>2. Students watch the movie clip.</li> <li>3. Students respond.</li> <li>4. Students place a folder in front of their report for privacy. Students fill out the report – 1 answer per item.</li> <li>5. Students write plans for how to improve.</li> <li>6. Students participate in group discussions about the concept and importance of respect within the family.</li> </ol> |

**Teacher Follow-Up Activities**

Listen to students’ stories about family situations that may upset students. Promptly refer them to the school counselor if necessary.  
 When classroom readings show situations where respect is compromised, promote a group discussion and brainstorm possible correctives.

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

*“Giving and receiving respect is the greatest gift within our family.” Confucius*

**RESPECT WITHIN THE FAMILY – REPORT CARD**

*Give only one answer per line. Mark with an “X.” Be Honest!*

| <b>RESPECT WITHIN THE FAMILY:</b>  | <b>Regularly</b> | <b>Sometimes</b> | <b>Never</b> |
|--|------------------|------------------|--------------|
| 1) At home, we have family rules that everyone respects.   |                  |                  |              |
| 2) I respect my parent’s authority whether it comes from mom or dad.   |                  |                  |              |
| 3) I listen to my parents’ advice and directions. My family and I can get in trouble if I do not listen.     |                  |                  |              |
| 4) I talk respectfully to my parents.  |                  |                  |              |
| 5) The grown ups and the teenagers at my home respect the law and the authority figures.                     |                  |                  |              |
| 6) I leave my siblings alone when they need private time.  |                  |                  |              |
| 7) I always ask for permission before using my relatives’ toys or belongings.                                |                  |                  |              |
| 8) My family respects my body by helping me stay healthy.  |                  |                  |              |
| 9) I respect my bedtime, because it’s good for me to have a good night sleep.                                |                  |                  |              |
| 10) I am quiet when my relatives are sleeping or are sick, or even when they are studying for a test.        |                  |                  |              |
| 11) I treat my relatives as if they were as important as I am. My relatives treat me the same way.           |                  |                  |              |
| 12) I speak politely to all the people who live in my house, and I do not like to shout or hear cuss words.  |                  |                  |              |
| 13) When I make a mistake, I show respect by accepting fault, instead of blaming someone else.               |                  |                  |              |
| 14) I respect my relatives’ feelings and they respect my feelings as well. We show compassion to each other. |                  |                  |              |
| 15) I help with cleaning chores and I also pick up my room.  |                  |                  |              |
| 16) Home is where I relax and have peace. My family avoids shouting arguments or fights for small stuff.     |                  |                  |              |
| <b>TOTAL: Add each column</b>  |                  |                  |              |

Choose three items above and write a plan for how you are going to improve these skills.