

**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 School Counseling Big Idea:**  
SE.2 Interacting With Others in Ways that Respect Individual and Group Differences

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

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

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

*Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet  
*Planning to Use Respect* Activity Sheet  
 Writing utensils

**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 Measurable Learning Objectives:**

The student will develop three strategies that will promote acceptance and respect in the school and community.

**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.**

Students will participate in question and answer discussion from the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and complete the *Planning to Use Respect* Activity sheet.

**Lesson Preparation**

**Essential Questions:** Why is showing 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**

**Instructor Procedures/Instructional Strategies:**

1. The counselor will pass out the *Respect: Looks Like, Sounds Like, Feels Like* 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.
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.
3. Ask students how what they have written can be used as a plan to show respect towards others.

**Student Involvement/Instructional Activities:**

1. Students will write down what respect looks like, sounds like and feels like.
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 to give examples of their answers.
3. Students should be able to discuss how knowing what respect looks, sounds and feels like will enable them to develop ways and plan

<p>4. Hand out the <i>Planning to Use Respect</i> Activity Sheet. 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</i> Activity Sheet. They may keep their <i>Planning to Use Respect</i> Activity Sheet.</p>	<p>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)			