

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 Guidance Standard:

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

Grade Level Expectation (GLE):

PS.2.A.02.a.i: Identify and demonstrate the interpersonal skills needed to make and keep a friend.

American School Counselor Association National Standard (ASCA):

Personal and Social Development

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

Materials (include activity sheets and/ or supporting resources)

2 puppets, chalk, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks.

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

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| | Goal 1: Gather, analyze and apply information and ideas |
| X | Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences. |
| | Goal 3: Recognize and solve problems |
| X | 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)

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|---|---------------------------|--|
| X | Communication Arts | 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)

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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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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.

Students will practice friendship skills 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:

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 chalkboard.
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:

1. Students respond with answers such as, we share, listen, keep secrets, no fighting, and being 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.

Counselor reflection notes (completed after the lesson)

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