

Unit # 1 Title: Relationships: What Do Skills Have To Do With It?

Lesson Title: Ingredients of a Relationship Recipe **Lesson # 1 of 5**

Grade Level: 6

Length of Lesson: 50 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.06.a.i: Identify the interpersonal skills needed to maintain quality relationships.

American School Counselor Association National Standard (ASCA):
 Personal/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)

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.
 “Guidelines: Ingredients for Relationship Recipe” (see below)
 Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student
 Markers, crayons, color pencils, scissors, glue, construction paper, etc.
 Paper and pencil

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 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	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. 6. Participating in formal and informal presentations and discussions of issues and

		ideas
	Mathematics	
	Social Studies	
	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

Enduring Life Skill(s)

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

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 create a recipe card identifying the interpersonal skills needed to maintain quality relationships based on a given rubric.

Lesson Preparation

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

Engagement (Hook): Tell the students you are going to make i.e. a peanut butter and jelly sandwich (or your chosen basic recipe). Purposely forget the bread (or an essential ingredient for your chosen basic recipe). Begin to get the ingredients out naming them and telling the amount of each one needed. Make the sandwich without the bread, smearing the peanut butter on the plate with the jelly on top of it (or make your recipe without an essential ingredient). Ask the students what is wrong? What essential ingredient is missing? What happens when you make something without using essential ingredients?

Procedures

<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. The counselor will discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships. (Quality Control) 2. Ask the students to write down the ingredients/interpersonal skills they believe 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships. (Quality Control) 2. Students will write down ingredients/interpersonal skills they believe
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<p>are needed to maintain quality relationships.</p> <ol style="list-style-type: none">3. Ask students to share one at a time the skills they listed and discuss. Possible items: Good listeners, uses “I” messages, understands how feelings affect relationship, uses assertive behaviors, willing to compromise, etc. If students did not list some of the essential interpersonal skills, list them and discuss what each means.4. After completing the discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or that they wrote down on their paper.5. Hand out the guidelines for the recipe card and discuss what needs to be present on the card. Show students an example of a card that has been done.6. Hand out the plain paper or large index cards. Have art supplies available and let students begin work.7. Instruct students to turn the card over and write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their recipe card.	<p>are needed to maintain quality relationships.</p> <ol style="list-style-type: none">3. Students will volunteer to share what they wrote down on their individual papers. Students should be involved in discussion of each other’s skills listed.4. Students will use their paper and the discussion items to produce a recipe card.5. Students will be given the guidelines and will have a chance for questions.6. Students will complete the recipe card.7. Students will reflect on a relationship that they would like to improve and write the personal goal as described.
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Teacher Follow-Up Activities

The teacher will be asked to collect the completed cards if time does not allow completion during the allotted lesson time. Recipe cards would be given to counselor(s) for use in office or they may be placed in the cafeteria, study halls, classrooms, given to 5th grade students, etc. If the teacher completes the activity, the teacher may need to write a referral for students who do not seem to understand the skills needed for maintaining quality relationships based on the content of the recipe card.

Counselor reflection notes (completed after the lesson)



Guidelines:
Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.

