

**Unit #1 Title:** What Does it Take to Get Along With Others?

**Lesson Title:** What Does Respect Look Like in School?

**Lesson** 1 of 6

**Grade Level:** 4

**Length of Lesson:** 30 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.04.a.i: Demonstrate respect for others' personal opinions and ideas

**American School Counselor Association National Standard (ASCA):**

Personal / Social Development

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

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

Handout: Respect: Is It Worth It For Me? (Attached below)

Scrap paper for secret ballot to select the three most respectful students in the classroom

Pencils (one per student)

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

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

	and others.
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**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 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 be able to conceptualize the value of respect for self, and give examples and non-examples. For non-examples, describe how things could've been done differently.

Students will be able to conceptualize the value of respect for others, and give examples and non-examples. For non-examples, describe how things could've been done differently.

Students will be able to role-play facial expressions and sounds of respect and disrespect.

**Lesson Preparation**

**Essential Questions:**

- Why it is important to recognize that respect is a human need?
- How important is it to respect others the way we need to be respected ourselves?
- What does a quality relationship looks like & how is it maintained?

**Engagement (Hook):**

Students are given an extreme make-believe situation where they are appointed i.e., as ambassadors of the US somewhere abroad, or recruited to go to war overseas, and they must leave everything behind, in the hands of a "respectable" agent. By secret ballot, students will select the most respectable students in their classroom. Students help tally the votes for boys and for girls.

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Introduce the purpose of the lesson and specific vocabulary.</li><li>2. Ask students to conceptualize the meaning of the word “respect.” Discuss the word “respectable.”</li><li>3. Give students directions to vote for the most respectable student in the classroom. Distribute the secret ballots. Select two students to tally the votes and present the 2<sup>nd</sup> runner up, the 1<sup>st</sup> runner up, and then the absolute winner. Ties are allowed.</li><li>4. Ask students to describe what “respect” looks like?<ul style="list-style-type: none"><li>• With your eyes</li><li>• With your words</li><li>• With your heart</li><li>• With your actions.</li></ul></li><li>5. How could you show disrespect?<ul style="list-style-type: none"><li>• With your eyes</li><li>• With your words</li><li>• With your heart</li><li>• With your actions</li></ul></li><li>6. Distribute the “respect” survey and pencils (one per student)</li><li>7. Help students interpret the results.</li><li>8. Conduct a group discussion - Questions and answers. Ask students what would be the situation of their belongings if their “agent” were not respectable?</li></ol>	<ol style="list-style-type: none"><li>1. Students put away their work and quietly await instructions.</li><li>2. Students listen attentively and answer the counselors’ questions, as appropriate.</li><li>3. Students receive their secret ballot and vote for the one student they consider most respectable and respectful to manage their affairs while they are outside the US.</li><li>4. Designated students tally the votes.</li><li>5. Students answer the counselors’ questions, as appropriate.</li><li>6. Students place a folder in front of their survey, for privacy, and fill out the survey – 1 answer per item.</li><li>7. Students score the survey under the counselor’s directions.</li><li>8. Students participate in-group discussions about the concept and importance of respect.</li></ol>

### **Teacher Follow-Up Activities**

In subjects such as social studies and communication arts, teachers pinpoint to situations involving respect or disrespect, and promote group discussions including correctives if necessary.

Teachers praise bibliographical and historical characters that are respectable and respectful.

Teachers have a “Good Manners” table or corner in the classroom, designated to discuss and sort out situations involving disrespect.

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

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

Respect is the ability to recognize, appreciate, and celebrate your value and uniqueness and the value, uniqueness, and autonomy of others.

**RESPECT: IS IT WORTH IT FOR ME?**

*Give only one answer per line. Be Honest!*

<b>RESPECT IN SCHOOL:</b>	<b>Regularly</b>	<b>Sometimes</b>	<b>Never</b>
1. I follow the rules whether I like them or not.			
2. I follow teacher's directions because they are helpful.			
3. I respect authority. Authority figures have a hard job to do.			
4. I am punctual. I respect the time of others.			
5. I respect good hygiene: I bathe and brush my hair and teeth, and I wear clean clothes every day.			
6. I respect the truth and I tell the truth even if it gets me in trouble.			
7. I don't poke or push friends. I believe that true friends show respect to each other and to other people.			
8. I know I can earn respect for myself by being polite, helpful, and considerate of others.			
9. I do not judge or criticize other people. Otherwise, I won't be able to respect them.			
10. I do not tease, laugh, or ridicule anyone, because I don't want anyone to do that to me.			
11. I show consideration and compassion for people who are disabled or different from me.			
12. I do not like to see other people being mistreated; that's why I do not laugh at rudeness or impolite people.			
13. I remember that the best way to show respect is by observing good manners and by the way I act.			
14. I know that respect can be shown with my eyes. I avoid rolling my eyes or giving dirty looks to others.			
15. I can show respect with my heart, by appreciating and celebrating other people and creatures.			
16. I know one more way to show respect to myself and to others: With the words I say.			
<b>TOTAL: Add each column</b>			

SCORING: (KEEP YOUR SCORE PRIVATE AND PERSONAL)

- If you answered “Regularly” to at least 90% of the items, then give yourself an “A” and pat yourself in the back: You are already a respectful person.
- If you answered “Sometimes” to at least 70% of the time, you are on your way to becoming a respectful and respectable person. Keep improving!
- If you answered “Never” to 50% or more of the items, then start working on your ability to respect others.