

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

Lesson Title: What Does Respect Look Like at Home?

Lesson 2 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: "Family Respect Report Card." (Attached below)

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.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
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 have been done differently within the family or the community.
- Students will be able to conceptualize the value of respect for family and community members, and give examples and non-examples. For non-examples, describe how things could've been done differently.
- Individual students will be able to role-play facial expressions and sounds of respect and disrespect towards family and community members.
- Pairs of students will be able to role-play behaviors of respectful and disrespectful family members.

Lesson Preparation

Essential Questions:

- Why it is important to recognize that respect is a need within the family?
- Is there a need to be respected by our 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"

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Introduce the purpose of the lesson 2. Ask students to review the meaning of the word “respect” 3. Show an appropriate portion of the movie. 4. Distribute the “Family Respect Report Card” pencils (one of each per student) 5. Lead students in discussing why respect is important within the family 6. Ask students to describe what “respect” looks like within the family? <ul style="list-style-type: none"> • With the eyes • With words • With the heart • With actions. 7. How could disrespect be shown within the family? <ul style="list-style-type: none"> • With the eyes • With words • With the heart • With actions 8. Group discussion - Questions and answers. 	<ol style="list-style-type: none"> 1. Students put away their work and quietly await instructions. 2. Students listen attentively and follow the counselor’s directions, as appropriate. 3. Students place a folder in front of their report for privacy. Students fill out the report – 1 answer per item. 4. Students score the report card under the counselor’s directions 5. Students participate in-group discussions about the concept and importance of respect within the family.

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!

RESPECT WITHIN THE FAMILY:	Regularly	Sometimes	Never
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 do not make noise 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 my brother or sister.			
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.			
TOTAL: Add each column			

SCORING: (KEEP YOUR SCORE PRIVATE AND PERSONAL)

- If “Regularly” was the answer to at least 90% of the items, then your family and you value respect.
- If “Sometimes” was the answer at least 70% of the time, you and you family are on the way to valuing respect, but still have ways to go. Keep improving!
- If “Never” was the answer to 50% or more of the items, then you and your family should try to start working on improving mutual respect! Talk nicely to your family about it. Ask your school counselor for guidance.