

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

Grade Level: 4

Number of Lessons in Unit: 6

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: What Does Respect Look Like in School?

Materials/Special Preparations Required:

Handout: Respect: Is It Worth It For Me?

Lesson 2: What Does Respect Look Like at Home?

Materials/Special Preparations required:

Handout: Respect Within the Family – Report Card

Lesson 3: Respect for All Kinds of People Inside and Outside the School

Materials/Special Preparations Required:

The Diversity Puzzle handout

A “CARE” chart or poster about:

DEALING WITH HUMAN DIVERSITY:

Collaboration

Acceptance

Respect, and

Empathy.

Lesson 4: Similar and Different

Materials/Special Preparations required:

Chart paper for Venn Diagram

Dealing With Diversity: The CARE Poster:

Collaboration, Acceptance, Respect, and Empathy

Lesson 5: Talk it Over and Work It Out: Compromise!

Materials/Special Preparations Required

List of childhood case situations

Counselor-made poster: “STAR Steps in Problem-Solving:”

Stop, Think, Act, Reflect.

Lesson 6: Tic Tac Toe, Get Off My Toes

Materials/Special Preparations required:

Tic Tac Toe floor game (made out of shower curtain)

X’s and O’s signs made of construction paper.

Typical elementary school situations

Missouri Comprehensive Guidance Standard:

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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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Grade Level Expectation(s):

PS.2.A.04.a.i: Demonstrate respect for others' personal opinions and ideas.

PS.2.B.04.a.i: Recognize and respect diverse groups within the school and community.

PS.2.C.04.a.i: Identify and practice the skills used to compromise in a variety of situations.

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 others.

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 7. Identifying and evaluating relationships between language and culture
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	
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Unit Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

Complete this summative assessment at the end of the unit:

1. Students will be divided in small groups and presented with case situations.
2. Student groups will assess if each situation conveys respect or disrespect, and, if the latter, how things could have been done differently.
3. Students will reflect on the causes and consequences of disrespect in each case.

Brief Summary of Unit: The lessons in this unit contain the rationale, strategies, and examples of interacting with others in positive ways that acknowledge and respect individual and group differences.

Unit Goals: Foster students' understanding of self as a social individual and as a member of diverse local and global communities.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students should be able to:

- Identify most verbal and nonverbal emotions
- Identify the behavioral consequences of those emotions
- Know a variety of social skills and manners
- Understand and apply basic steps to problem solving.