

**Unit #1 Title:** Respecting Differences in Others

**Lesson Title:** Acting Out Respect

**Lesson** 1 of 3

**Grade Level:** 5

**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.05.a.i: Exhibit mutual respect and compromise in relationships.

**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)**

Cooperation from another teacher.

Copies of role-plays sheet

STAR Problem Solving Poster

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

	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)**

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)**

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
	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.**

In a classroom discussion, students identify how mutual respect and compromise in relationships is important.

**Lesson Preparation**

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

**Engagement (Hook):** In a prearranged role-play with the classroom teacher, the counselor loudly and irately complains about someone taking a favorite pen out of the office without permission. Ask the class: What should be done to resolve the situation using respect and compromise?

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Introduce what it means to compromise.</li> <li>2. What are the words or actions someone would need to use in order to compromise respectfully?</li> <li>3. Introduce the steps of compromise to students using the STAR method of problem solving.                             <ol style="list-style-type: none"> <li>a. Stop – Identify the situation or problem to compromise that needs to be solved.</li> <li>b. Think – Think about the choices or options to solve the situation or problem.</li> <li>c. Act – Decide how you are going to compromise.</li> <li>d. Review – Review the final compromise to the situation.</li> </ol> </li> <li>4. Divide the class into teams of four to five students.</li> <li>5. Give each team a scenario on a slip of paper to work out and role-play for the</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share ideas. Examples: Compromising means to give and take in a situation. Each person involved may have to give up the way they think it should be and accept someone else's ideas.</li> <li>2. Students share ideas. Words – Please, thank you, excuse me... Actions – Smile, nice tone of voice, appropriate body language.</li> <li>3. Students will review the steps of compromise.</li> <li>4. In small groups, students will role-play the following scenarios.</li> <li>5. Team s work out and role-play the scenarios.</li> </ol>

<p>class. Give them about seven minutes to practice. Allow each group to present the scenario to the class and discuss how respect and compromise were displayed.</p> <p>6. At the lesson conclusion, have students discuss what they learned about using respect and compromise in their relationships.</p>	<p>A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.</p> <p>B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.</p> <p>C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.</p> <p>D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.</p> <p>6. Students discuss what they learned.</p>
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### **Teacher Follow-Up Activities**

Set up a ‘peace table or desk in the room.’ Allow students to use respect and compromise to resolve relationship problems.

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

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## Role Play Scenario:

A. John is accused by Jeff of stealing a set of “collector cards” that were left in the lost and found for several weeks.

B. Carol tells Sallie that she won’t be her friend anymore if Sallie continues to play with Ashley.

C. Andrea is really upset because Jill and Linda are talking about her hair behind her back.

D. During recess, David and Charles picked teams. Everybody was on a team except Karl, who never gets picked.

# Be a problem-solving STAR

