

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

**Lesson Title:** Respecting Differences

**Lesson** 2 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.B.05.a.i: Demonstrate respect for individuals in diverse groups.

**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)**

Copies of the Respect Mixer worksheet for each student. Pencils or pens to write with.  
 Optional (Candy for the first five to turn in the worksheet complete with 12 different signatures.)

**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 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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X	Respect		Goal Setting		
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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.**

Students will identify the similarities and differences they have with their classmates from the Respect Mixer worksheet.

### Lesson Preparation

**Essential Questions:** What does a quality relationship look like when individuals respect each other? What does a person need to do to maintain a quality relationship?

**Engagement (Hook):** The instructor asks two students to stand up in the room. How are the two students alike and different? After comparing the instructor asks the class: How much do you really know about your classmates? Today we are going to find out about our likenesses and differences.

### Procedures

Instructor Procedures:	Student Involvement:
1. Copy the attached Respect Mixer worksheets for each student. Make sure students have a pen or pencil.	1. Ask classmates to sign the appropriate box that applies to them.
2. Go over the directions to make sure students understand what they are expected to do.	2. Students complete their Respect Mixer worksheet.
3. Collect the first five completed sheets and number them in the order received. Stop the signing of sheets at this point.	3. Students turn in their sheets to the counselor.
4. Call up the first person to turn in a completed signed sheet. Check some of the signatures by asking the person who signed if this is really true.	4. Student participates.
5. After processing the five that were turned in, lead a discussion regarding respecting differences in others.	5. Students discuss.

### Teacher Follow-Up Activities

Discuss differences in others when it applies to content areas.

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

## Respect Mixer

**Directions:** Students will sign the box that applies. Students may only sign once and may not sign their own sheet.

Was born out of state?  _____	Has the same birthday month?  _____	Has a different length of hair?  _____
Has different colored eyes?  _____	Plays a musical instrument?  _____	Likes the same subject?  _____
Is the same height?  _____	Has a different shoe size?  _____	Likes the same kind of pizza?  _____
Has been at the same school since kindergarten?  _____	Has pets at home?  _____	Likes the same color?  _____