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| Unit #1 Title: Respecting Differences in Others | Grade Level: 5 |
| Number of Lessons in Unit: 3 | |
| Time Required for each lesson: 30 - 45 minutes | |
| Best time of year to implement this Unit: Anytime | |
| Lesson Titles: | |
| Lesson 1: Acting Out Respect | |
| Materials/Special Preparations Required: Cooperation from another teacher. | |
| Copies of Role-plays | |
| Lesson 2: Respecting Differences | |
| Materials/Special Preparations Required: | |
| 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.) | |
| Lesson 3: The Problem Solving Game | |
| Materials/Special Preparations Required: | |
| Pencils, pens, markers, and 12" x 18" construction paper. | |
| Pre-cut copies of the game cards for each group in an envelope. | |
| Missouri Comprehensive Guidance Standard: | |
| PS.2: Interacting With Others in Ways That Respect Individual and Group Differences | |
| Grade Level Expectation(s): | |
| PS.2.A.05.a.i: Exhibit mutual respect and compromise in relationships. | |
| PS.2.B.05.a.i: Demonstrate respect for individuals in diverse groups. | |
| PS.2.C.05.a.i: Review and implement strategies to resolve problems and conflicts successfully. | |
| 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. | |

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

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| | 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 | |

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.

Students will make posters displaying the reasons it is important to respect individuals and group differences.

Brief Summary of Unit: Fifth grade students will practice interacting in appropriate ways that display respect for individual and group differences. Role-playing will help students act out proactive behaviors, understand the importance of respecting others, and identify skills necessary to maintain relationships. Students enjoy mingling and learning about other people. In the second lesson, students will sign a worksheet for each characteristic that pertains to them. This activity emphasizes similarities and differences.

The Problem Solving Game activity gives students an opportunity to have fun while practicing appropriate problem solving skills. Students make the game board and use the problem cards that are with the lesson. Students can brainstorm additional problem cards. Every relationship has problems but with effective problem solving skills, compromise, and mutual respect, we can work and learn together successfully.

Unit Goals:

Students will show respect to their peers and other relationships.

Students will compromise in their relationships.

Students will demonstrate and show respect for diverse groups.

Students will practice strategies to resolve problems and conflicts.

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

Students need to understand the STAR steps to problem solving. Stop, Think, Act, Review.