

School Counselor: Liza Reed Date: TBD

Activity: **Relationship Recipe**

Grade(s): 1st and 2nd

ASCA Student Standards (Domain/Standard/Competencies):

PS: A1.4 Understand change is a part of growth

PS: A1.5 Identify and express feelings

PS: A1.6 Distinguish between appropriate and inappropriate behavior

PS: A1.11 Identify and discuss changing personal and social roles

PS: A2.2 Respect alternative points of view

PS: A2.3 Recognize, accept and appreciate ethnic and cultural diversity

PS: A2. 6 Use effective communication skills

PS: A2. 8 Learn how to make and keep friends

Illinois Social Emotional Learning Standards:

1A.1b. Demonstrate control of impulsive behavior.

2A.1a. Recognize that others may experience situations differently from onself.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

2C.1a. Identify ways to work and play well with others.

2C.1b. Demonstrate appropriate social and classroom behavior.

3B.1b. Make positive choices when interacting with classmates.

Learning Objective(s):

1. Students will be able to list and describe interpersonal skills that are beneficial in relationships with peers and adults.

2. Students will be able to create a personal recipe for interpersonal skills that best go together to build a successful relationship.

3. Students will be able to evaluate interpersonal skills they currently use in relationships and evaluate how they can alter or add other skills.

Materials:

Pre-test and post-test, plain piece of white 8 ½ X 5 ½ paper or similar size index card for each student, Markers, crayons, color pencils, scissors, glue, construction paper, etc, and paper and pencil.

Procedure:

The school counselor will come to each of the first and second grade classrooms. First, the counselor will distribute the interpersonal skills pre-test. He/she will then explain what interpersonal relationships are and how learning and demonstrating interpersonal skills can build relationships. Active listening will be used as a tool to assess if the information that was presented was understood by the students. Next, the students will come up to the board and list examples of interpersonal skills.

The counselor will then discuss with the students the similarities between essential ingredients needed to bake or cook and interpersonal skills needed to maintain quality relationships. Next, the counselor will explain how learning and demonstrating interpersonal skills can help build relationships. Then, the counselor will explain to the students how they are going to take the skills listed on the board and make a recipe for building healthy relationships with friends and adults. The counselor will then hand out the guidelines for the relationship recipe and discuss what should be written on the card. An example of a finished card will be passed around for the students to model. Then the materials will be handed out. After students write their recipes, they will take the art supplies provided and decorate their cards.

After students are finished with their recipes, the counselor will ask the students if anyone could see themselves using these skills and if so, how they would use them. Finally, the counselor will distribute the interpersonal skills post-test.

Plan for Evaluation: How will each of the following be collected?

Process Data:

Approximately 170 first and second grade students participated in a lesson about making and maintaining healthy relationships with friends and adults.

Perception Data:

Students will have a better understanding of how to identify and utilize positive interpersonal skills to create and maintain healthy relationships with peers and adults. An interpersonal skills pre test will be administered prior to the lesson and an interpersonal skills post test will be given to the students directly after the completion of the lesson.

Outcome Data:

Disciplinary infractions related to lack of interpersonal skills have decreased 20% in three months. 90% of first and second graders can name three interpersonal skills that will help them build healthy relationships.

Follow Up:

Counselors will be in contact with the teachers to monitor those students that still maintain unhealthy relationships. By teacher referral, the counselor will meet one-on-one with those students discussing the importance of healthy relationships and providing examples of interpersonal skills that make healthy relationships.

### MCHH01010_0000[1]

### Guidelines:

### Ingredients for Relationship Recipe

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. ![MCPE02945_0000[1]]()Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.

Lesson plan retrieved from:

Brooks, J., Clark, R.A., Barnes, C. Ingredient of a Relationship Recipe. Retrieved (July 3, 2012). from Web Resource on the World Wide Web: http://www.missouricareereducation.org/home.php**.**

**Relationship Recipe Pre-Test**

Name:

Date:

1. Can you think of an example of a good friendship you or someone else might have? Please circle.
	1. Yes
	2. No
2. If so, please give an example of a good friendship you or someone else may have.
3. What kind of things do you or someone else do to keep a good friendship?

1)

2)

3)

4)

5)

6)

**Relationship Recipe Post-Test**

Name:

Date:

1. Do you feel that you now have a better understanding of how to treat friends? Please circle.
2. Yes
3. No
4. Maybe
5. Please circle all that are examples of good interpersonal skills:
	1. Being a good listener
	2. Being bossy
	3. Being polite
	4. Arguing with someone
	5. Being respectful
	6. Hitting or pushing someone
	7. Calling someone names
6. Please list three good interpersonal skills you learned that you will use with your friends.

1)

2)

3)

1. Do you feel that you can identify a school counselor and go to them for help? Please circle.
2. Yes
3. No
4. Maybe
5. If known, please list two services that the counseling department provides.

 1)

 2)