

CL-08C

Being a Good Sibling and Family Helper

Grades 4–5

Interpersonal Effectiveness

Role Model at Home

Students learn three Role Model Moves for leading younger kids, practice cooling down and using an I-message, and make a fair job plan for a story family.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Role Model Scenarios

BIG IDEA Younger kids learn by watching. Role models lead by example.

1 I CAN

- ☐ explain what a role model is: someone others learn from by watching them.
- ☐ cool down and write an I-message for a story character who is annoyed.
- ☐ make a fair plan to share jobs, and disagree respectfully with a partner.

KEY WORDS / PALABRAS CLAVE

role model	modelo a seguir
example	ejemplo
calm	calma
reframe	ver de otra manera
I-message	mensaje en primera persona
fair	justo, justa

3 STANDARDS

Texas Model
5th ed., 2018

Interpersonal Effectiveness

ASCA Standards
Mindsets & Behaviors, 2021

B-SS 2 Positive, respectful and supportive relationships with students who are similar to and different from them · B-SMS 1 Responsibility for self and actions

Health TEKS
Gr 4 §115.16(b)(3)(E)

explain the importance of being a positive role model

Health TEKS
Gr 4 §115.16(b)(3)(B) · Gr 5 §115.17(b)(3)(B)

describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger (Gr 4) / practice and apply strategies for calming and self-management (Gr 5)

Health TEKS
Gr 5 §115.17(b)(3)(D)

analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others

ELA TEKS
Gr 4 §110.6(b)(1)(D) · Gr 5 §110.7(b)(1)(D)

work collaboratively with others to develop a plan of shared responsibilities. Used in worksheet Part 3 and the extension.

Character traits
TEC §29.906(b)(5), (7)

responsibility, including ... self-management skills, and self-control; caring, including kindness, ... patience, ...

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Role Model Scenario cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student
- ☐ Optional: the I-message frame on chart paper to leave up in the room

PREP · 5 MINUTES

- Plan the four Copycat moves for the Hook.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the scenario cards apart if you plan to do the extension.

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. First, let’s play Copycat. Copy everything I do.”

DO Lead four quick moves; the class copies: tap your head, clap twice, wave, then cross your arms and give a big huff. Most students will copy the huff too.

ASK “You copied every move, even the huff. Rubén Cantú is in 5th grade. His cousin Adrián is 5, and Adrián copies everything Rubén does. Why does that matter?” Take two answers, then say: “A role model is someone others learn from by watching them.”

TEACH 5 min

DO Show the projector page. Partners read the three Role Model Moves aloud together: **Lead by example. Keep your cool. Share the load.**

SAY “On a winter-break afternoon, Rubén and Adrián build a block city. Adrián knocks over Rubén’s tower, again. Rubén is annoyed. He breathes slowly three times. He reframes: ‘Adrián is only 5. He’s still learning.’ Then he uses an I-message: ‘Adrián, I feel frustrated when my tower falls. Please build next to me.’ Rubén shows Adrián how to build a strong tower. That’s leading by example. At cleanup, Rubén makes a fair plan: Adrián picks up the small blocks, and Rubén carries the heavy bin. Fair doesn’t always mean the same. A fair plan fits each person’s age and size. Role models can be brothers, sisters, cousins, neighbors, and older students at school.”

PRACTICE 9 min

DO · 2 MIN Role model or not yet? Partners decide, then show thumbs up (role model) or thumbs sideways (not yet). For each not yet, ask which Role Model Move would help.

MODEL 1. Eli’s little sister watches him put his plate in the sink. Now she does it too.

NOT YET 2. Daniela’s little brother keeps asking “Why?” She snaps, “You’re so annoying!”

MODEL 3. Wyatt and his cousins clean up the yard. The big kids carry the heavy bags; the little kids pick up sticks.

NOT YET 4. Owen’s little cousin hears him say, “Reading is boring.” Now the cousin won’t read.

Key: 1 lead by example · 2 keep your cool · 3 share the load · 4 lead by example.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 on their own. Parts 2 and 3 with a partner: talk first, then each student writes. If partners disagree about what’s fair, they use respectful words: “I see it differently because ____.”

Answer key. Part 1: Role model 1, 3, 5; Not yet 2, 4. Part 2: Breathe slowly 3 times; Think: “Sam is only 5.” The I-message has a feeling, what happened, and a request: “Sam, I feel frustrated when you scribble on my picture. Please use this paper.” Part 3: any plan that fits each age, such as Sam stacks the paper and Marisol carries the heavy box.

WRAP-UP 3 min

SAY “Marisol can use all three Role Model Moves. Who will read the I-message they wrote for her?” Take two. “Younger kids learn by watching. Role models lead by example.”

CHECK “Thumbs up or sideways: Ramón’s little brother spills the crayons. Ramón takes a breath and says, ‘Let’s pick them up together.’” (Thumbs up: role model.) Give the family letters to the teacher for take-home folders.

Short on time? Read only practice items 1 and 2, do worksheet Part 2 together as a class, and skip Part 3.

5 OPTIONAL EXTENSION · 10 MINUTES

Role Model Scenarios. Groups of 3 or 4 each draw one scenario card from page 6. Rule: use the names on the card, never a classmate's name, and act out only what the card says.

- 1 Read the card. Decide which Role Model Moves fit, and plan who plays each part (2 minutes).
- 2 Practice a 45-second scene. One student plays the role model, one plays the younger kid, and the others are Coaches who name each move they see (3 minutes).
- 3 Two or three groups perform. The class names the moves, then adds one idea with respectful words: "I agree, and another way is ____" or "I see it differently because ____" (5 minutes).

No time to act it out? Groups write their plan on a sticky note, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *modelo, ejemplo, calma, responsabilidad*. Let partners talk in Spanish first. Post the I-message frame in both languages: "I feel ____ when _____. Please _____." / "Me siento ____ cuando _____. Por favor, _____."

EXTRA SUPPORT

Read the story aloud. Pair students for all parts. Offer feeling words for Marisol: *frustrated, annoyed, upset*. Students may answer Part 3 out loud.

STRETCH

Ask: "Is a fair plan always an equal plan? Why or why not?" Early finishers write a fair job plan for one scenario card on a sticky note.

7 QUICK CHECK

During practice: if students can't name a move for the not-yet items, replay Rubén's story and pause at each move.

After class: I collect the worksheets and check each I-message for a feeling, what happened, and a request. They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 8

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Younger students are watching how you walk, talk, and treat others. Today, be a role model: lead by example!"

ES "¡Buenos días, Yellow Jackets! Los estudiantes más pequeños se fijan en cómo ustedes caminan, hablan y tratan a los demás. Hoy, sean modelos a seguir: ¡enseñen con el ejemplo!"

8 PICTURE BOOKS (OPTIONAL)

Julius, the Baby of the World by Kevin Henkes (Greenwillow, 1990). A K-3 picture book; use it with 4–5 as a 5-minute mentor text. Lilly is jealous of her baby brother and unkind to him (she lands in time-out), then sticks up for him when a cousin teases him. Ask: "Which Role Model Move could Lilly use with Julius?" Preview first.

The lesson works without a book. Preview any book before you read it to a class.

HALLWAY IDEA

Post a big paper "Yellow Jacket Footprints" near the K-1 hallway. When a teacher spots an older class leading by example, the class adds a paper footprint with its class name, such as "Room 21."

TEACHER TIP

Name it when you see it: "You stayed calm and used an I-message. That's what a role model does!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Rubén could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Role models lead by example.

A role model is someone others learn from by watching them.



Lead by example

Younger kids copy what you do.



Keep your cool

Breathe, then talk.



Share the load

Split jobs fairly.

Keep Your Cool · Rubén's three steps



Breathe slowly 3 times.



Reframe: "He's still learning."



Use an I-message.

Respira despacio 3 veces · Piensa: "Todavía está aprendiendo" · Usa un mensaje en primera persona

I-message: "I feel ____ when _____. Please _____."



Fair isn't always the same.

A fair plan fits each person's age and size.

Name _____

Teacher _____

Role Model Moves

A role model is someone others learn from by watching them.

Part 1 Sort it! Circle **ROLE MODEL** or **NOT YET**.

- | | | | |
|---|--|--|--|
| 1 | Natalia shows her little cousin how to tie a shoe. |  ROLE MODEL |  NOT YET |
| 2 | Leonardo snaps, “Go away!” at his little brother. |  ROLE MODEL |  NOT YET |
| 3 | Harper’s little sister copies her kind words. |  ROLE MODEL |  NOT YET |
| 4 | Nora makes her little cousins do all the cleanup. |  ROLE MODEL |  NOT YET |
| 5 | Julián is annoyed, so he takes three slow breaths. |  ROLE MODEL |  NOT YET |

Part 2 Keep your cool Help Marisol.

Marisol, 10, is drawing for the class art show. Her little cousin Sam, 5, keeps grabbing her markers and scribbling on her paper. Marisol is getting annoyed.



1. Check ✓ the 2 best ways for Marisol to cool down first.

- | | |
|--|---|
| ☐ Breathe slowly 3 times. | ☐ Grab the markers back. |
| ☐ Think: “Sam is only 5.” | ☐ Shout, “Stop it!” |

2. Write an I-message for Marisol.

Sam, I feel _____

when _____

Please _____

Part 3 Share the load With a partner, split the cleanup jobs.

Jobs: put away markers · stack paper · wipe the table · carry the heavy art box

Sam (age 5) can _____

Marisol (age 10) can _____

This plan is fair because _____

Role Model Scenarios

✂ Cut on the dashed lines.

1. Read your card. 2. Pick the moves that fit. 3. Practice a 45-second scene. 4. Perform.

SCENARIO #1



Itzel's little brother, 6, keeps changing the TV channel during her show.



Lead by example



Keep your cool



Share the load

SCENARIO #2



Diego is teaching his neighbor, 6, to ride a bike. The neighbor falls and wants to quit.



Lead by example



Keep your cool



Share the load

SCENARIO #3



Lucía and her cousins must clean up after game night. The big cousins want the little ones to do it all.



Lead by example



Keep your cool



Share the load

SCENARIO #4



Sergio promised to read his little sister a story. Then his favorite show comes on.



Lead by example



Keep your cool



Share the load

SCENARIO #5



Elena's younger brother loses a board game to her and throws the cards.



Lead by example



Keep your cool



Share the load

SCENARIO #6



Yaretzi is folding towels. Her little cousin, 4, wants to help but makes a mess.



Lead by example



Keep your cool



Share the load

SCENARIO #7



Chloe's little neighbor follows her and her friends at the park and wants to play soccer.



Lead by example



Keep your cool



Share the load

SCENARIO #8



Ethan's younger brother takes Ethan's headphones without asking, again.



Lead by example



Keep your cool



Share the load



Being a Role Model

Ser un buen ejemplo

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5

ENGLISH

Dear Family,

This week, your child's class had a lesson about **being a role model** with the school counselor. Younger kids, like brothers, sisters, cousins, and neighbors, learn by watching older kids. With story characters, we practiced three Role Model Moves.

THREE ROLE MODEL MOVES

Lead by example: younger kids copy what you do. · **Keep your cool:** breathe, then use an I-message: "I feel ___ when ___. Please ___." · **Share the load:** make a fair plan for jobs that fits each person's age.

TRY THIS AT HOME

1. If your child spends time with younger children over winter break, notice and name role-model moments: "They copied how you cleaned up. That's leading by example!"
2. When a job needs doing, you might invite your child to help make a fair plan: who does what, based on age and size.

TALK ABOUT IT AT HOME

"How can an older kid be a good role model for a younger kid?"

Your child may bring home a worksheet about Marisol and Sam. Ask your child to read you the I-message they wrote for Marisol.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo ser un buen ejemplo** con la consejera escolar. Los más pequeños, como hermanos, primos y vecinos, aprenden al observar a los niños mayores. Con personajes de cuentos, practicamos tres maneras de ser un buen ejemplo.

TRES MANERAS DE SER UN BUEN EJEMPLO

Enseñar con el ejemplo: los pequeños copian lo que hacemos. · **Mantener la calma:** respirar y usar un mensaje en primera persona: "Me siento ___ cuando ___. Por favor, ___." · **Repartir el trabajo:** hacer un plan justo para los quehaceres, según la edad de cada quien. (En clase las llamamos Role Model Moves.)

PARA PRACTICAR EN CASA

1. Si su hijo(a) pasa tiempo con niños más pequeños durante las vacaciones de invierno, fíjese en los momentos en que da un buen ejemplo y dígaselo: "Copiaron cómo recogiste tus cosas. ¡Eso es enseñar con el ejemplo!"
2. Cuando haya un quehacer, puede invitar a su hijo(a) a ayudarlo a hacer un plan justo: quién hace qué, según la edad y el tamaño de cada quien.

PARA PLATICAR EN FAMILIA

"¿Cómo puede un niño mayor ser un buen ejemplo para uno más pequeño?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Marisol y Sam. Pídale que le lea el mensaje en primera persona que escribió para Marisol.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar