

RESPECT Lesson Plan

Grade Level: Variations included for Elementary to Upper Grade Levels

Character Trait(s): Respect

Time Needed: Varies and can take more than one class period for follow-up/extension of knowledge

Materials/Resources Needed: Chalkboard, Index Cards, Magazine, Newspaper, Poster Board, Glue, Blank drawing paper, markers/color pencils/crayons, scissors, internet access

Definition: Treat people and things with kindness and care

Key Words: Respect, compliments, kindness, care, cooperation, honor

Objective(s):

- Become familiar with way to show kindness toward others
- Generate examples and non-example of respect
- Identify actions that help others feel welcome, cooperative, and cared for
- To encourage and reinforce positive behaviors
- To have students see respect as a valued trait
- Compare how respect may look differently across different cultures

Procedures/Activities:

Focus/Guided Practice:

- 1.) Introduce the meaning of respect. Emphasize how the meaning of respect is influenced by our experiences, such as in our families and community. Respect means more than one thing, and depends greatly in the context. Acknowledge how within the school context students are expected to act respectfully, but that without their help misunderstanding can occur and feelings can be hurt/people can get defensive.
- 2.) Begin by asking students to discuss the Golden Rule: Treat others the way you would like to be treated. What does this mean to you? Tell students that when they follow the Golden Rule, they are being respectful and considerate of others and themselves. Have the students generate examples of ways they show respect IN SCHOOL. Write their responses on the board.
- 3.) Create another list, by asking students how their families show respect to each other AT HOME. Write student responses on the board.

After students have generated examples of ways they can show respect in school and at home, have the students come up with one non-example for every example on the board. Write the non-examples next to the example on the board.

Examples	Non-Examples
1. Listen to others when they speak	1. Have side conversations that are not related to topic/lesson/activity
2. Listen to instructor while they provide directions	2. Write notes to your friend instead of listening to teacher
3. Ask before touching things that belong to others	3. Take and keep things that do not belong to you
4. Leave things as you found them	4. Lose a library book/Use and then lose classroom materials
5. Apologize when you make a mistake	5. Deny responsibility and blame others
6. Call people by their names	6. Create nicknames that poke fun at people
7. Use kind and caring words	7. Calling people by mean names
8. Use "I messages."	8. Use language that makes people angry
9. Follow directions from adults	9. Disagree with adults and choose to complete another activity

Addition of discussion for Middle to Upper grade levels:

Ask students to compare the behaviors of respect at school versus at home. Are there any differences? Discuss why differences may emerge between the two lists (i.e., is it due to culture? Is it due to context? etc.) Identify which behaviors are acceptable in school and which may be misunderstood.

Enhance Concept Development

Have students create and then share through role-play examples to help others understand what respect looks like and how to act respectful in certain situations. Emphasize the interest to focus on the school context. Use examples from previous activity.

Role Play Procedure:

- Organize students into small groups. Give each group an index card with a situation written on it. (The situations can be from the examples above.)
- Tell students that members of each group will work together to act out the scene on the card.
- Give students a few minutes to brainstorm ideas for the scene (4-5 minutes). Have each group act out the situation.
- Let the class discuss the scenes and outcomes. Write students' responses on the board or on a chart.

Variations:

- Have each group present each situation, stopping the action just before the end. Let the class predict possible endings and outcomes for each scene.
- For younger students, have class members work together to develop and dramatize one situation.

Check Understanding:

Elementary/Middle School

- Have each student cut pictures from catalogs, magazines, and store circulars that depict different people participating in a variety of activities that show respect. Then have the students glue their pictures to poster board. Mount the posters under the heading "Ways We Show Respect"
- Have each student select one example of respectful behavior. Direct students to draw a picture or write a short story about how someone can show respectful behavior in a desired location such as the classroom/hallway/cafeteria, etc.

Middle to Upper grade levels:

- Have students divide up into small groups of three. Direct them to use online resources and media to identify images, news articles, or other forms of media that display respectful behavior. Remind students to think about how they show respect in other contexts. Have each group present them to the class and discuss their relevancy to the lesson and how respect may differ in different contexts.
- Show short film and have students identify the different examples of behaviors that display respect. Have students identify non-examples.

Extend Concept Development

1.) Have students write journal entries related to the concept.

- “Ways my friends show respect.”
- “Ways I show respect toward others.”
- “Things I do that demonstrate respect for my school, parents, myself.”

2.) After story time or shared reading time, ask students to talk about specific actions from a character or certain main characters that either demonstrated or did not demonstrate respect. Ask students to pay attention to people of different cultures, such as gender, religion, race, age etc. Have students identify the differences and why some behaviors worked for the characters or why some behaviors may have been problematic/misunderstood for the character.

3.) Ask students to keep track of the number of times they see an example or a non-example of respect from a television show they watched the night before or from any social interactions they experience or observe. Have the students share both their examples and non-examples during the next circle time or at the start of the next day. For every non-example, ask students to generate what the person might have done instead.

4) Ask students to observe their families at home or in the community and identify the different ways that people show respect to each other. Identify differences for people of different groups (i.e., parents, grandparents, siblings, community members, etc.).