

## **Character Education: RESPECT**

### **Pre-teach:**

Introduce yourself and tell the students which trait you will be discussing today. Ask the following questions and call on different students for answers. Below each question are examples of the types of responses you are looking for. You may need to rephrase the student's answers or guide them along.

#### **(Ask) What does the word *respect* mean?**

1. Showing consideration for other people and their property.
2. Caring for ourselves, family, community, and school.
3. Appreciating and accepting individual differences.
4. Treating others the way that you would want to be treated.

#### **(Ask) How can you show *respect*?**

1. Use kind words and good manners. Be sensitive to other's feelings.
2. Listen to what others have to say.
3. Value someone's opinion even if it's different than your own.
4. Follow the rules.
5. Appreciate differences among people and value someone's likes and dislikes
6. Take care of other people's property at school, home, and in the community.
7. Help others.
8. Don't mock, tease, or talk about someone behind their back.
9. Don't pressure someone to do something they don't want to do.

#### **(Ask) How would you practice *respect* if.....**

1. Someone on the school bus is saying unkind words and "bullying" another student. What should you do?
2. One of your classmates or siblings shares a story you have already heard many times before. How should you react?
3. The park is closed for construction and the sign says "Keep Out!" Your

- friends want to play anyway. What should you do? What if someone takes a marker and starts writing on the sign?
4. Your teacher brings in a very special souvenir from her vacation. She allows it to be passed around the classroom. How should you handle the special treasure? What if it gets broken?
  5. What should you do if you see a classmate or teacher with their arms full struggling to open a door? Or you see them drop a stack of papers on the ground?
  6. Your coach chooses another player to put in the game and you feel it should be you?

*(Encourage students to come up with a few more situations to discuss together as a class.)*

## **Book Suggestions for Respect:**

Read and discuss a book that teaches a lesson about respect. These books and others are located in our Character Education library and available for check out. This library is located inside the school library against the back wall under the windows. You will see a "Character Education" sign and the books are divided by character trait. We have roughly 35 books about respect in the character ed library. Please check these books out with the librarian and return promptly since we all share these resources. Also, please feel free to bring an appropriate book from home or the public library. These are just suggestions.

### **Grades K-2**

- *The Grouchy Ladybug, Eric Carle*
- *The Ugly Caterpillar, Eric Carle*
- *Big Al, Andrew Clements*
- *Charlie the Caterpillar, Dom Deluise*
- *Clifford and the Grouchy Neighbors, Norman Bridwell*
- *Finklehopper Frog, Irene Livingston*
- *Think Before you Act, Regina Burch*
- *Making friends is an art, Julia Cook*
- *Noise, Noise, Noise, Carl Sommer*
- *Can you say Peace, Karen Katz*
- *My Mouth is a Volcano*

## Grades 3-5

- Nana Upstairs, Nana Downstairs, *Tomie dePaola*
- William's Doll, *Charlotte Zolotow*
- *Hey Little Ant*, *Phillip and Hannah Hoose*
- *Crick Wing*, *Janell Cannon*
- *Your job is easy*, *Carl Sommer*
- Old Henry, *Joan W. Blos*
- Moss Gown, *William Hooks*□
- Annie and the Old One, *Miska Miles*□
- It's a Spoon Not a Shovel, *Caralyn Buchner*
- If a Bus Could Talk: The Rosa Park Story, *Faith Ringgold*
- The Black Snowman, *Phil Mendez*□

## Respect Activities:

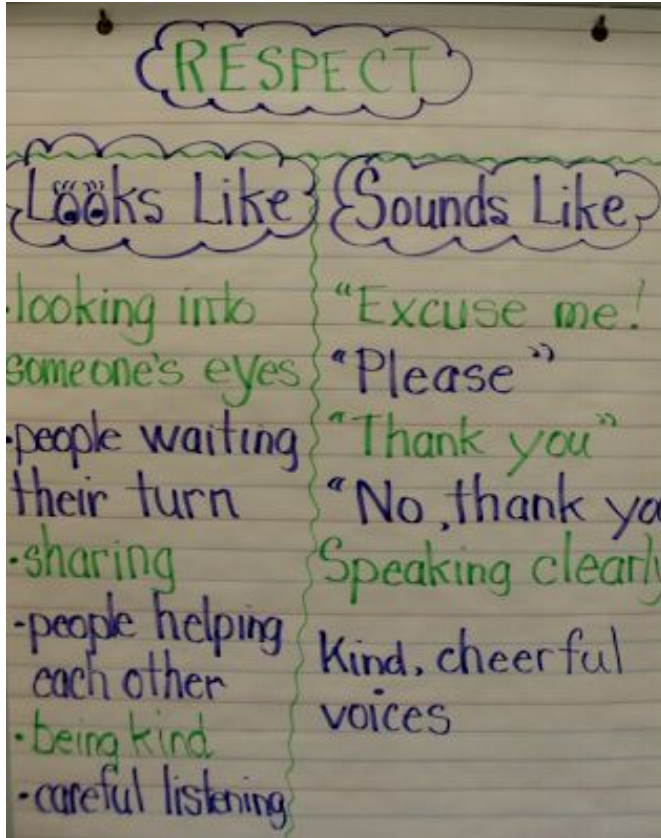
Complete an activity to go along with your lesson. You may choose to incorporate an activity into your lesson at any time. Oftentimes visuals and experiments are very effective at the beginning and will get your students excited about the lesson. Chose 1 or 2 activities to complete during the lesson.

### **Self Portrait** (suggested for grades 3-5)

Have the students draw a self-portrait. Now have them pass their portrait to another student. Instruct the students to do something damaging to the portrait such as scribble on it, draw a mustache, poke a hole in it, tear it etc. Just have them do one thing then pass it to another student and have them do another destructive thing to the portrait. After about 3-5 turns, return the portrait to the original owner. Ask them how they felt about what their peers had done to their portrait. Did it make them happy or sad? Were they embarrassed if someone didn't like their portrait? Did it make them feel bad to damage someone else's work? Talk about how this relates to bullying, gossip, or mean remarks.

### **Respect – look, sound, and feel** (Suggested for all grades)□

Use a white board or poster board to create visual for how respect looks, sounds, and feels. Talk about ways Respect “looks”. Ideas such as waiting in line, taking turns, sharing, helping someone carry something, picking up trash, eating healthy. Then talk about ways Respect “sounds”. Examples are using kind words, saying please and thank you, saying you're sorry, using a kind voice. Then talk about ways Respect makes you “feel”. It makes you feel happy, friendly, healthy, strong, part of a community, helpful.



### **Reaching Out With Respect** (Suggested for all grades)□

Practice firm handshakes in class with each other. Talk about how offering your hand and looking that person in the eye is a way to show respect. Discuss other ways our hands can show respect, applause, reaching out to help someone, putting our hand over our heart during the Pledge of Allegiance, handling delicate things with care, keeping our hands to ourselves, and cleaning up. Have students trace around their right hand on a piece of paper. On each finger have them write a way to show respect for others. Encourage students to share some of the statements they have written. If possible, display the hands in the room or hallway.

### **Top to Bottom** (suggested for grades 3-5)

Write the word “unique” on the white board. Talk about what the word means and how people can be unique. Ask the class “What makes you unique among your classmates?”

Now draw a very simple outline of a body on the whiteboard. Divide the body into three parts, the head, the torso, and waist down. Talk about how each part

of a person's body can be unique.

**Head:** Discuss some of the features that would make a person's head unique. Things such as hair length, color, and texture, eye color, skin color, freckles, glasses or a hat.

**Torso:** Now talk about ways a person's torso can be different. People can be muscular or thin, skinny or heavy. Talk about clothing options such as t-shirts, jackets, sweaters, button down shirts.

**Lower body:** Now talk about how a person's lower body can be different. They can have long legs or short legs, big feet or small feet. People wear jeans or skirts. People wear different shoes like sneakers, cowboy boots, ballet slippers or construction boots.

**Activity:** Give each child a sheet of paper and ask them to draw a person's head that contains unique features. These don't need to be odd features just normal unique features you see on people every day. Encourage them to include details and to take up a majority of the paper. Collect all the head drawings. Next give them a sheet of paper and have them draw a torso including unique features and clothing. Finally give them a piece of paper and have them draw the lower half of a body. Encourage them to include features that may identify a job or hobby. Now collect all the papers and sort them by head, torso, and lower body. Have each child come up and select a paper from each pile to create a truly unique person.

Once everyone has their unique friend ask the children to name their friend and come up with a few qualities that make this person unique. What do you think this person does for a living? What might their hobbies be? What makes them stand out?

### **Treat People with Respect** (suggested for 3-5)

What does it mean to treat other people with respect? Have your class brainstorm a list of do's and don'ts for treating people with respect. Ask for specific examples of each behavior they identify. Hang the list up on the wall as a reminder.

- Is there anything you dislike about the way people treat each other here at school? Do you know of any disrespectful behavior? Describe it. How do you feel about it?
- What do you like most about the way people treat each other here at school? Does it have anything to do with respect?
- What is a bully? Is bullying an act of disrespect? In what way? Are there bullies here at school? Can someone be a bully without meaning to be?

How?

- How can treating people with respect prevent fights?
- When you are with a group of kids, what things might other kids do or say that make you feel good? What things make you feel bad?
- How does treating people with respect affect your friendships?

**Simon Says: "Who are You?"** (Suggested for grades K – 2)□

Students play a variation of Simon Says that highlight their similarities and differences. The objective is to teach respect and tolerance for each other. Tell them to watch carefully as they play the game because at the end each student must tell one new thing they learned about a classmate. Begin the game like this:

Simon Says: "Everyone with brown eyes, stand up."□Simon Says: "Everyone who has a cat, put your right hand up."□Simon Says: "Everyone whose favorite sport is basketball, stand on one foot." Simon Says: "Everyone who speaks more than one language, jump up and down." Simon Says: "If you like to eat spinach, nod your head, and so on.

At the end of the game have students sit down in a circle. Ask each student to share something new they learned about another student. Discuss respect for each other's uniqueness and how to appreciate our differences.

**It's Not Easy Being Green** (Suggested for grades K-2)□

**Materials:** Song or video of Kermit the Frog singing "It's Not Easy Being Green"

□Play song or video for the students. You can get the video on Youtube. Discuss what it means to be different and how it feels. For example, Are you short or tall? Do you or someone you know have a physical disability? How do people from other countries and those who speak a different language feel? Ask the students to identify ways they can demonstrate respect to those people who are different from them. This activity pairs well with the "Simon Says" activity above.

**Manners Matter** (Suggested for grades 2-5)□

Suppose you're invited to your friend's home for a family dinner. What are some ways you could show respect and courtesy when you first arrive? At their table? When you leave? Work in small groups and write down your answers and share with the class.

**Respect Rap** (Suggested for grades 3-5)

Put students into small groups to create a song, a rap, or a chant about respect. Their words should tell why respect is important and how it could make the world a better place. Write the rap on a piece of paper and be ready to share it with the group if called upon. See the video suggestion in the last section below.

**Race For Respect** (Suggested for grades 2-5)□

Divide the class into groups. Assign each group a different respect scenario such as respect at home, respect at school, respect for strangers, respect for the environment, respect in sports, etc. Allow 5 minutes for each group to come up with as many ways as possible to show respect at their assigned place. When time is up have each group read their list to the class. The group with the most respectful actions WINS!

**Respect in the News** (suggested for grades 3-5)

Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations. Look for sports related articles or someone the kids can identify with so the students find it more relevant.

**Stomp out Disrespect** (suggested for all grade levels)

Have the students traced one of their shoes on white paper, write "Stomp out Disrespect" inside the foot and then decorated the footprint. Ask them to write one way they can show respect at school. Then as a fun extra treat, downloaded Aretha Franklin's "R-E-S-P-E-C-T" from iTunes and have a 3 minute dance party!

## Respect Videos

YouTube is a great resource for videos about respect. Here are a few suggestions but feel free to find your own age appropriate videos.

[https://www.youtube.com/watch?v=DmqRNU\\_Wzbc](https://www.youtube.com/watch?v=DmqRNU_Wzbc)

Counselor Rob, an educator at an elementary school, instructs students about what it means to show respect. This clip is appropriate for all ages, but is roughly five minutes long.

<https://www.youtube.com/watch?v=DOvZLOL9zd0>

This clip is a Respect Rap performed by an elementary school. After watching the rap, students can break off into groups and write their own short rap or song about the importance of respect. (rap starts at 1:15)

<https://www.youtube.com/watch?v=YbNv2BojVz8>

This clip is sports oriented; it shows a basketball team that allows an opponent with Down-Syndrome to score the basketball. This clip could be used to show the importance of demonstrating respect to everyone in the classroom, regardless of any disabilities they may have.

[https://www.youtube.com/watch?v=a\\_yLKJ7s5TA](https://www.youtube.com/watch?v=a_yLKJ7s5TA)

This clip discusses Becky Hammon, the first female NBA coach, and how the league has learned to respect her. This would be a good opportunity to discuss how Hammon is breaking down stereotypes and being brave, as well as demonstrating respect. This clip would be best for older students.

**Closing comment: If you expect respect, then be the first to show it!**

Read and discuss the meaning of the quote below.

***"Respect is learned, earned, and returned." ~ Author Unknown***

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