

## Respect Overview



### Main Points:

One of the resiliency factors is social competence or the ability to elicit positive responses from others. This competency requires a basic understanding of respectful behavior towards others. Students need to be able to approach life situations in a way that demonstrates respect and, thereby, elicits positive social responses to themselves and their efforts.

### Essential Questions:

1. How do you show respect for yourself, others, and the environment?
2. What will you do this week to be respectful to yourself, others, and the environment?
3. Look for people showing respect. Listen for what respect sounds like. How does it feel when people are being respectful?

### Alternate Books:

Riding the Tiger by Eve Bunting  
Respect is Correct by Linda Skye Grossman  
Welcome Comfort by Patricia Polacco  
Mr. Lincoln's Way by Patricia Polacco  
Stand Tall Molly Lou Melon by Patty Lovell  
When Pigasso Met Mootisse by Nina Laden  
How Leo Learned to be King by Marcus Pfister  
Pink and Say by Patricia Polacco  
Racing the Sun by Paul Pitts  
The Big Orange Splot by Daniel Manus Pinkwater

### Activities:

Download the video clip "Respect" from the website [www.forbetterlife.org](http://www.forbetterlife.org)

Do a sing-a-long to the song "Respect" by Aretha Franklin

Play the game "Show Respect" found in the kit Character Fun by Marianne B. Vandawalker

Have the students choose a person they respect and write a letter to them telling why they respect them.

Role play one or more situations showing respect and disrespect:

- 1-Your teacher is talking with another teacher in the hall and you want to ask a question.
- 2-You see another student who is carrying their science project into the building and trying to open the door.
- 3- Your sister is watching TV and you want to play a video game.
- 4- Your class is going out to recess but the other classes are still in session.

### Utah State Core Curriculum:

**K-2 Core - Fine Arts, Health, Physical Education, Science, and Social Studies**

**Standard 2: Students will develop a sense of self in relation to families and community.**

K - 1e; 1<sup>st</sup> - 1d,e; 2<sup>nd</sup> - 1a,d

**3-6 Responsible Healthy Lifestyles**

**Standard 1: The students will learn ways to improve mental health and manage stress.**

3<sup>rd</sup> - 2a,c; 4<sup>th</sup> - 1a,c; 5<sup>th</sup> - 1a; 6<sup>th</sup> - 2a,b,c

## Respect Lesson

### Review:

Briefly review the main points of the previous lesson and point out any connections to the current lesson.

### Main Points:

A- Introduce the concept of respect. Respecting others is about treating people the way we want to be treated. It means paying attention to feelings, ideas, body language, property, and the desire for privacy. We show respect through our actions, our words, and our appreciation of individuality. Everyone deserves to be treated with respect.

B- Discuss what respect looks like in school and other settings.

C- Read the book Miss Nelson is Missing by Harry Allard

1-Looking at the picture of the classroom and its description, are these students respectful of the teacher or each other?

2-When the teacher is speaking how should the class be acting?

3- Who was the substitute, Miss Viola Swamp and why would Miss Nelson act like that?

D- When we treat others with disrespect they do not want to be around us or be our friends. Friendship requires respect for all involved. We don't feel good when we are with someone who treats us nicely but treats others with disrespect. In school children pick their friends in part by how they behave in class.

E- Would you want to be in Miss Nelson's class at the first of the book? At the end?

### Challenge:

Try to treat everyone you meet with respect for the next week.

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### Goals:

A- Students will be able to explain why treating others with respect is important

B- Students will be able to give examples of respectful and disrespectful behaviors