Respect for All

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

TARGET GRADE: Grade 4 and 5

TIME: 40 Minutes

MATERIALS NEEDED:

- Newsprint
- Markers
- Masking tape
- Construction paper or poster board – one piece per student (or pair of students)
- Crayons
- Stickers
- Other art supplies for creating and decorating posters
- Homework "Creating Your Own Family Pride Flag" – one per student

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Demonstrate understanding of at least three ways to treat others with dignity and respect. [Knowledge]

2. Demonstrate at least one way students can work together to promote dignity and respect for all people. [Skill]

PROCEDURE:

STEP 1:

Start the lesson by asking the class, "What are some ways that people are the same?" Let students give examples of similarities among people. Then say: "Even though there are lots and lots of ways that people are the same, there are also a lot of ways that people are different from one another." Explain what the word "diversity" means by saying, "People come in all shapes, sizes, colors, religions, and backgrounds. That is what makes each person special." Then ask, "What are some ways that people are different?" Again, solicit responses. As students provide examples, write them on the board or newsprint, creating a word collage to highlight the diversity. Then, depending on what the students respond, add some additional ideas by saying, for example: "Some of the ways that people are different are in the ways their families are put together. There are many different kinds of families and each one is special and wonderful."

NOTE TO THE TEACHER: *If appropriate, ask students for different examples of different types of families. Examples may include numbers of siblings, living with one parent or two parents, same or different gender parents, living with grandparents, foster families, adoption, different race/ethnicity of parents, etc.*

NOTE TO THE TEACHER: If there is time, allow students to describe something different or special about themselves or their families.

Tell students that everyone can feel good about some of the ways they and their families are special and unique and that we should appreciate all the ways that we are different from each other as well as the same. Say "People also have different religions, different backgrounds, different foods they like. That is what we mean by 'diversity'—all of the ways that we are different and special. Today we are going to talk about how we treat other people, especially when we think they are different from us in some way.

(10 minutes)

STEP 2:

Define the word prejudice by saying: "Prejudice is when you judge or make assumptions about someone based on who they are or who you think they are." Write the word "prejudice" on the board or newsprint. Show the class that the word prejudice looks like "pre-judge". Tell the class, it means "To make a judgment or assumption about a person before you really even know them. For example, if you saw someone wearing a Star Wars t-shirt, what would you assume about them?" Take a few responses. People who are prejudiced against someone often treat that person poorly or are hurtful to them or don't treat them fairly or with respect. That is called discrimination. Explain that some people show prejudice and discriminate against other people and it is not okay. It is never okay to be rude or to insult anyone or to treat them unfairly. When you do this to someone just because of assumptions you make about them, that is a form of prejudice.

(2 minutes)

STEP 3:

Say: "Everyone has a right to feel good about themselves, their families and what they believe. That is why it is so important to treat everyone with dignity and respect". Write the words "dignity" and "respect" on the board/newsprint. Say, "Treating people with dignity and respect means treating them well and showing appreciation for other people's beliefs, ideas, and how they live (what they eat, how they dress, how they celebrate holidays, etc.) even if they are different from us or if we don't agree with their ideas or beliefs.

(2 minutes).

STEP 4:

Ask students the following question: "How can a person show dignity and respect for all people, no matter who they are?" Record responses on newsprint/board.

NOTE TO THE TEACHER: Some responses to include if they are not named by students are: Don't insult other people or make fun of them; listen to people when they speak; value other people's opinions; be considerate of other people's likes and dislikes; don't mock or tease people; don't talk about people behind their backs; be sensitive to other people's feelings; don't pressure someone to do something they don't want to do; if someone has a practice or custom you don't understand, ask them about it; stand up for other people when they are being teased or insulted.

Tell students that the class is now going to put their ideas onto posters to hang up in the room for everyone to see and to let others know that this is a classroom where we want everyone to feel welcome and that we treat everyone here with dignity and respect.

NOTE TO THE TEACHER: It is best to have students work in pairs for this activity. It can help to have an example to share with students.

Pass out construction paper or poster board to each student or pair of students.
Have students pick one of the ideas from the class brainstorm and create a poster based on that idea.

NOTE TO THE TEACHER: It is perfectly fine for several posters to be based on the same idea.

Let students decorate their posters with markers, crayons, stickers or any other appropriate art supplies. When they are completed, hang them around the room or in the school hallway as a display.

(20 minutes)

STEP 5:

Ask students: "What are some ways people can work together as a group to make sure everyone is treated with dignity and respect?

NOTE TO THE TEACHER: *You may have to give some examples so students understand that you are looking for some kind of cooperative activity. Some responses can include: Have students take turns sharing something special and different about them or their families; have special days to celebrate and honor different traditions and customs; standing up for other people when they hear them being insulted or teased, even when those people may not be around to hear it; have students bring something in to class that demonstrates their pride in something about themselves or their families that make them special; make flags or posters together to celebrate different things people are proud about and then share them with each other and hang them up around the room.*

Discuss that the rainbow flag represents pride of gay and lesbian people. Hold one up or show a picture of one for students to see. Ask if students can think of other symbols that people use to show their pride in their heritage or culture or some other trait about them? Examples are parades, books or movies and religious symbols.

NOTE TO THE TEACHER: *You may narrow the choices down to those that can be undertaken, or tell the class that you are going to choose one of these great ideas for the class to do together. If there is no time for an additional class project, have students create a pride flag for homework.*

(5 minutes)

STEP 6:

End the class by thanking students for all of their hard work in thinking about how to show respect and dignity for all people. Say "We all benefit when everyone is treated well. While the ideas we came up with for doing this are a great step toward that goal, creating a world in which everyone is treated with dignity and respect takes a lot of ongoing work. One lesson is not enough. It is up to each of us to keep our commitment to this goal and to remind one another of how important it is for everyone to do their part.

(1 minute)

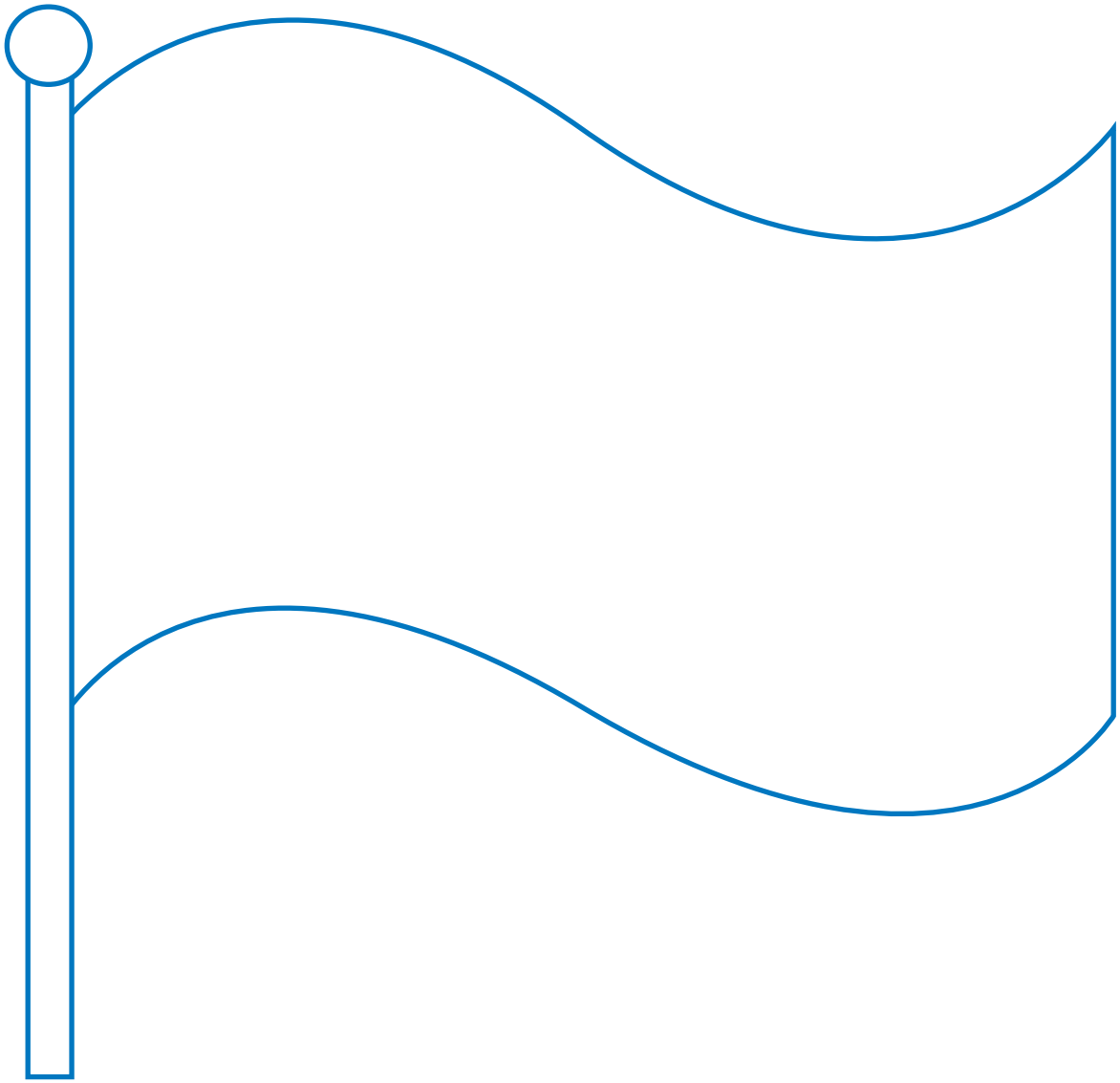
RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Step 5 is designed to assess Objective 1. The creation of posters that hang around the room, or perhaps in the school hallway as a display for the school community to view, are a demonstration of putting these ideas into action and help to assess Objective 2.

Objective 2 is also assessed in step 5. The list that is generated by students should include several suggestions for ways to work together to promote dignity and respect for all people.

OPTIONAL HOMEWORK:

Have students create "family pride" flags that represent pride in who their family is. This activity can be very simple or more elaborate depending on time and desire. If done as homework, encourage students to create their flags with their family to decide together what to put on the flags and how to decorate them. Have students bring them to class and allow each student a few minutes to describe their flag. Hang the pride flags around the room.

HOMEWORK:
CREATING YOUR OWN FAMILY PRIDE FLAG

DIRECTIONS: As we discussed in class, groups of people and families create symbols to represent pride in who they are. Work with a family member to create your family pride flag. You can include things like your heritage, your culture, things you like to do, traditions you have, foods you like to eat, etc. You may decorate it however you like. Be prepared to discuss your flag and all of its symbols of pride with your classmates.