

STANDARDS ADDRESSED

- Students will participate in discussions, and ask and respond to probing questions to acquire and confirm information about how we show respect at home, at school, and in the community.
- Students will interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations.
- Students will work in teams collaboratively.

Objectives

Students will be able to define what respect means.

Students will be able to give examples of ways we show respect at school, at home, and in the community.

Students will be able to identify consequences that can happen when they are not respectful at school, at home, or in the community.

Materials Needed

- Board or chart paper and markers (“I Do” and “We Do”)
- “Showing Respect” activity sheet (“I Do”)
- “Showing Respect” activity sheet for each student (“We Do”)
- “Respect Scenario Cards” activity sheet (“You Do”)

LESSON 4: RESPECT

Starter (10 minutes)

Say to students, “Respect is a word that you have all probably heard before. It is a word that your teachers and parents use a lot. You probably have heard it used by your coaches or maybe from other adults. Raise your hand if you have heard the word before. Now, I want you to turn to a classmate and talk about what it means to be respectful.”

Allow students a few minutes to do this, and then call on students to share what they discussed.

Teacher Presented Knowledge/I Do (15 minutes)

Define respect. (Respect is a person’s feelings and/or actions toward other people, ourselves, and things.) Say, “Today, we are going to talk about ways that we show respect at school, at home, and out in the community.”

Display the “Showing Respect” activity sheet where students can see it. Give an example of how people show respect in each area on the activity sheet. (If using chart paper, duplicate the “Showing Respect” activity sheet before the lesson.)

Guided Student Practice/We Do (20 minutes)

Pass out the “Showing Respect” activity sheet to each student. Ask students to share ways they show respect at school, at home, and out in the community.

While students are brainstorming, direct them to fill in the activity sheet with some of their favorite examples so that they can refer to it whenever they need a “respectful reminder” of how to act appropriately.

Student Independent Practice/You Do (15 minutes)

Break students into small groups, and provide each group with a Respect Scenario Card. (You can opt to create your own scenario cards to address behaviors in your classroom, or you can use the scenarios that are provided in the “Respect Scenario Cards” activity sheet found at the end of this lesson.)

Direct students to read the card in their group. Then, have them work together to determine if the character in the scenario is being respectful. If they are not being respectful, the students are to determine what the character should do to be respectful.

Closure (10 minutes)

LESSON 4: RESPECT

Have students read their scenario card to the whole class and then share what they determined with their group. If the group determined the situation was not respectful, have students share what the character can do so that they are being respectful. Then, lead the class in a discussion about some consequences that could happen in each area if a person is not respectful.

Student Assessment

1. Why is it important for us to be respectful at school, at home, and in the community?
2. What rewards could we receive for showing respect in these areas?
3. What consequences could we receive if we do not show respect in these areas?

LESSON EXTENSIONS

Art Extension

Divide students into seven teams. Provide each team with a piece of construction paper with a block letter from the word RESPECT. Team 1 has the letter “R.” Team 2 has “E,” continuing to spell “RESPECT.” Have students find magazine photos of people showing respect, words that describe respect, people who they respect, etc.; cut them out; and paste on their team’s letter to make a collage. Before beginning, remind students to show respect to their teammates as they make decisions about which photos to use and where to place them on the letter. When complete, assemble the individual letters on a banner to spell out “RESPECT” and display as a reminder.

Culture Extension

Spark a discussion about the importance of respectful listening when communicating and tell students that there are three simple things they can do to show that they are respectfully listening: focus, confirm, and respond. To focus on the speaker, one should make eye contact and give the speaker their undivided attention; to confirm to the speaker, one can summarize what the speaker has said; and to respond to the speaker, one can ask questions, make comments, or continue the conversation. After discussing, have students stand up and take two minutes to go around the room and shake hands with their peers. Each handshake must include eye contact between both people, a smile, a verbal greeting, and a compliment. Following the activity, ask the students how being noticed and respected made them feel.

Drama Extension

Have students “mime” a situation showing respect. Then, have them add dialogue.

ELA Extension

Discuss with students respectful ways of speaking (for example, saying “please,” “thank you,” “you’re welcome,” and “excuse me”). Ask when are the appropriate times to use these “magic” words.

ELA Extension

Have students create artistic RESPECT acronyms. Have each letter stand for something related to the idea of respect or something discussed in the lesson.

Literature Extension

Students can identify characters who show respect in the literature they are reading at school and at home.

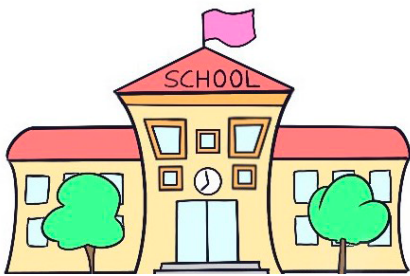
RESPECT SCENARIO CARDS

<p style="text-align: center;">Card 1</p> <p>Johnny's teacher asks the class to take out their math books and pencils. Johnny is mad because he forgot to do his homework and does not take out his math book or pencil. When his teacher reminds him of the directions, he still does not follow them. Is Johnny being respectful? What should Johnny do to show respect to his teacher?</p>	<p style="text-align: center;">Card 2</p> <p>Sarah is at the park; she throws her potato chip bag on the ground when she is done and runs to play on the swings. Is Sarah being respectful? What should Sarah do to show she is being respectful in the community?</p>
<p style="text-align: center;">Card 3</p> <p>Ben is running in the hallway on his way to the bathroom. A teacher he does not know asks him to walk. Ben ignores the teacher and keeps running. Is Ben being respectful? What should Ben do to show respect at school?</p>	<p style="text-align: center;">Card 4</p> <p>Anna's teacher tells the class to put their tablets away and go back to their seats. Anna really wants to finish the game she is playing, so she ignores the direction and continues playing on the tablet. Is Anna being respectful? What should Anna do to show respect to her teacher?</p>
<p style="text-align: center;">Card 5</p> <p>Eric's baseball team did not win the big game. Eric was very mad. When it was time for both teams to shake hands, Eric sat on the bench and refused to shake hands with the other team. Is Eric being respectful? What should Eric do to show respect?</p>	<p style="text-align: center;">Card 6</p> <p>Sean's mom told him that he could not go play with his friends until he cleaned his room. Sean did not want to clean his room, but he really wanted to play outside. Sean went upstairs and cleaned his room like his mom asked. Is Sean being respectful?</p>
<p style="text-align: center;">Card 7</p> <p>Serena's grandma made pasta for dinner. Serena does not like pasta. At the dinner table, she yells at her grandma for making pasta and tells her that she is the worst cook ever. Is Serena being respectful? What should Serena do to show respect to her grandma?</p>	<p style="text-align: center;">Card 8</p> <p>During Show and Tell, two boys start laughing when their classmate is sharing what her favorite movie is. They laugh and say that it is a boring movie. Are these students being respectful to their classmate? What should the boys do to show respect?</p>

SHOWING RESPECT

How Can I Show Respect?

At School



At Home



In the Community



COOPERATION & TEAMWORK



STANDARDS ADDRESSED

- Students will demonstrate cooperative behavior in groups.
- Students will use effective communication skills.
- Students will interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations.
- Students will build upon the ideas of others to clearly express their own views while respecting diverse perspectives.

Objectives

Students will be able to state why working with others can make a task easier.

Students will value skills that are needed to be a good teammate.

Students will be able to list jobs that require people to work as a team.

Materials Needed

- Board or chart paper and markers (“We Do”)

LESSON 8: COOPERATION & TEAMWORK

Starter (10 minutes)

Ask students if they have heard of Aesop's fables. Tell them that a fable is a story that teaches some type of moral, or lesson, in life. Explain that you are going to read a short fable to them, and they will need to guess what the lesson or moral is. Read the following fable:

"A Lion used to prowl about a field in which Four Oxen used to dwell. Many a time he tried to attack them; but whenever he came near, they turned their tails to one another, so that whichever way he approached them he was met by the horns of one of them. At last, however, they fell a-quarreling among themselves, and each went off to pasture alone in a separate corner of the field. Then the Lion attacked them one by one and soon made an end of all four."

Ask if anyone knows what the lesson in this fable is and discuss. Then, tell students that today they will learn about cooperation and working together as a team. In the case of the Oxen in the fable, they could have survived against the Lion if they stood united. Because they argued and refused to get along, they each were picked off one by one.

Teacher Presented Knowledge/I Do (10 minutes)

Lead a class discussion about behaviors that promote teamwork and cooperation. Ask the students, "What activities do you and your classmates do that require teamwork and cooperation?" (*Examples may include team sports, clubs, study groups, class projects.*) Record students' responses on a chart or a board. Then ask students, "What jobs do you think require good teamwork and cooperation?" Record these responses on a chart or a board as well.

Guided Student Practice/We Do (20 minutes)

As a class, come up with important skills to remember when working as a team so that the team can be successful and write them on a chart or board. (*For example, "When we work with others, it is really important that we are good listeners."*)

Student Independent Practice/You Do (20 minutes)

Tell students that they are going to get the opportunity to practice their teamwork skills. Divide the class into pairs and tell students that they will be drawing an elephant together. However, they cannot speak to their partner, and both partners must hold the pencil while drawing. (One can hold the pencil at the top, and the other can hold it at the bottom.) Partners will be given two minutes to draw their elephant. Once the timer has started, monitor the pairs, making note of the pairs who use the teamwork skills that were reviewed earlier. Have students share their drawings.

Closure (10 minutes)

Have students reflect on the previous activity. Ask the following questions to spark discussion: “What skills did you and your partner have to use to get the task completed? What were some problems that came up in your pairs, and what did you do to work through them?” Then, remind students that it’s not always easy working together in teams. However, sometimes in life, it is most beneficial for people to work in teams in order to accomplish a common goal. It is important to always remember to treat all team members with respect.

Student Assessment

1. Why is being able to work together with others an important skill to have?
2. Do you think when you are older you will have to work together with others to get a job done?
3. What would you do if someone in your group is letting everyone else do all the work?

LESSON EXTENSIONS

Art Extension

Have students work in small groups to design a poster that represents teamwork or cooperation.

Culture Extension

Remind students that an important part of teamwork is knowing the strengths of all members in the group, as well as your own personal strengths. Invite students to participate in a “strengths interview” where they interview a peer to determine three to five of their strengths.

Drama Extension

Have students perform short role-plays that show the power of teamwork.

PE Extension

Have students work together as one large group on the following activity. Participants stand in a circle. Start with a ball of yarn and hold on to one end while tossing the ball of yarn to a student across the circle. One by one, the ball of yarn is thrown to a student until each is holding on to a piece so that it makes a huge web. Then, challenge the students to work together to untangle the yarn by stepping over, under, and through the web so that in the end, the entire class is standing, still holding their piece of the yarn in a circle. Remind students that the point of the lesson was to learn what teamwork looks like and why teamwork is important to achieve a goal. Even if the students were not able to complete the task, they should evaluate whether they used proper teamwork skills.

Social Studies Extension

As homework, students can research a current community problem that takes teamwork to solve and share their findings with the class.