



Respect

RESPECT means treating others as you want to be treated.

RESPECT means recognizing the value of all people, property and the environment.

Lesson 1

Read the definition of **RESPECT**. Create a graphic organizer on the board by writing **Ways to Show Respect** in a circle. Draw lines from the circle. Call on students to write words that tell how they can show respect. Some examples may be: giving compliments to others, dressing appropriately, speaking politely, showing courtesy, caring for a pet, etc. If time allows, have students to use the graphic organizer to write a short paragraph describing someone who is respectful.

School/Home Link: Tell students to tell a younger family member or friend how to show respect.

Lesson 2

Review the meaning of **RESPECT**. Create a T-Chart by drawing a large lowercase "t" on the board. On the first column, write *Disrespectful Actions*; on the second, write *Respectful Actions*. Brainstorm with students actions that would show disrespect to their parents/guardians, and write 4-5 responses under *Disrespectful Actions*. For each "disrespectful" action listed, ask students to think of a respectful way to treat parents/guardians. Write the responses under *Respectful Actions*. Emphasize the importance of always showing respect to parents/guardians. Tell students to remember the "respectful side" and to practice those actions today.

School/Home Link: Tell students to choose one of the respectful behaviors listed to put into action when they get home.

Lesson 3

Review the meaning of **RESPECT**. Ask students how they practiced respectful actions at home. Emphasize that it is important to show respect to adults. Tell students to **Think, Pair, Share** (think about, discuss with a partner and share aloud with class) what they would do to demonstrate respect in each of the following situations: Read: **1) The principal asks you to bring a book to the library. How should you respond? 2) You see a teacher walking with both arms full of books. What should you do? 3) The teacher asks for help cleaning the classroom, but you are already at the door to go to recess. What will you say?** Have students share as time allows.

School/Home Link: Tell students to ask a family member to share ways that he or she showed respect to an adult when he or she was growing up.

Lesson 4

Review the definition of **RESPECT**. Read: **While spoken words are an essential part of any language, actions are also important. Respect can be demonstrated through non-verbal expressions. For example, body movement, gestures or facial expressions, can communicate very clear messages of respect or disrespect. This type of communication is called "body language". See if you can tell what message is being communicated in the following examples.** Demonstrate with your own facial expressions, or invite students, to communicate the following ideas without using words:

- **Surprise** (raise eyebrows, open mouth)
- **Boredom** (droopy eyes, shrug shoulders, take a deep breath, rest head in hand)
- **Impatient** (drumming fingers, rapidly tapping foot, not paying attention)
- **Nervous** (bite nails, fidget, eyes darting around the room)
- **Interest in what someone is saying** (direct eye contact, tilt head as if listening, move body forward)

Ask students to list body language that would illustrate respectful behavior. (Eye contact when talking, holding a door for someone, attentive listening, smiling, waving, tipping head or hat, etc.) Tell students to be aware of the message they may send through their body language.

School/Home Link: Tell students to practice using respectful body language with their family.

Lesson 5

Review the meaning of **RESPECT**. Read: Sometimes people confuse the meaning of respect. They have a tendency to use the word respect as a demand or a way to gain control in a group. In order to receive respect from someone you must first give that person your respect. Respect is not something you demand, it is something you earn. Think of a time you disrespected someone (by being demanding) but wanted his or her respect in return. How could you have handled the situation differently? Allow for discussion.

School/Home Link: Tell students to discuss with a family member how they feel when they are treated disrespectfully. Tell students to ask a family member how they could best help a person who shows disrespect.

Common Core English Language Arts Standards:

W.6.2.d, SL.6.1, SL.6.1.c, L.6.1, L.6.2, L.6.2b, L.6.5.b