

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**. Explain that respect means treating others as you want to be treated. Ask students to think about how they like to be treated. Read: **A person of good character shows respect. What words come to your mind when you hear the word "respect"?** Invite students to identify synonyms (words that mean the same) for respect. Record student responses to create a class list of synonyms for respect. Examples include: admire, esteem, regard, appreciate, value, etc. Keep the list visible so the class can add to it during the week. Discuss with your students how they would treat something or someone they valued or admired. As an extended activity, have students write sentences using the synonyms identified for respect.

School/Home Link: Ask students to talk with a family member about ways to show respect for things or people they value and admire.

Lesson 2

Review the definition of **RESPECT**. Read: **On a sheet of paper write the heading: People to Respect. Below the heading, make three columns. Title the first column - Home, the second - School, and the third - Community. In each column draw a picture or write the name of someone you should respect. Examples include: Home - Mom, School - Teacher, Community - Firefighter.** Encourage students to add names to their list at home.

School/Home Link: Ask students to work with a family member to add names to their People to Respect charts and discuss how to treat the people listed with respect.

Lesson 3

Review the definition of **RESPECT**. Read: **We have been discussing the importance of being respectful. Listen to the following statements. If the sentence shows respect point your thumbs up. If not, point your thumbs down.**

- Waiting your turn (thumbs up)
- Ignoring someone who is speaking to you (thumbs down)
- Answering politely (thumbs up)
- Picking up trash (thumbs up)
- Pushing and shoving (thumbs down)
- Laughing at someone who tripped (thumbs down)

Tell students to watch for respectful behaviors throughout the day and to show thumbs up when one is observed.

School/Home Link: Ask students to show thumbs up when someone in the family shows respect.

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 nonverbal expressions. For example, body movement, gestures, and 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)
- **Impatience** (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: Ask students to practice using respectful body language with their family.

Lesson 5

Review the definition of **RESPECT**. Explain to students that the environment is the area surrounding them, and it must be treated with care to protect it for their own use as well as for future generations. Have students fold a sheet of paper in half. On one side, have them illustrate an environment that has been treated with disrespect. Examples include: litter on the highway, writing on the bathroom walls, etc. Then, on the other side, have students illustrate the same environment that is respected.

School/Home Link: Ask students to show and explain their illustration to a family member.

Common Core English Language Arts Standards:

W.4.1c, W.4.2.d, W.4.2.e, W.4.3.d, SL.4.1, SL.4.1.d, L.4.1, L.4.1f, L.4.2, L.4.2.a, L.4.2.c, L.4.3, L.4.3.a, L.4.5.c, L.4.6