

Dilworth Elementary Character Education

Respect (September)

Pre-teach: Introduce yourself and tell the students which trait you will be discussing today. Ask the following questions and call on different students for answers. Below each question are examples of the types of responses you are looking for. You may need to rephrase the student's answers or guide them along.

(Ask) What does the word *respect* mean?

1. Showing consideration for other people and their property.
2. Caring for ourselves, family, community, and school.
3. Appreciating and accepting individual differences.
4. Treating others the way that you would want to be treated.

(Ask) How can you show *respect*?

1. Use kind words and good manners.
2. Listen to what others have to say.
3. Follow the rules.
4. Appreciate differences among people.
5. Take care of other people's property at school, home, and in the community.
6. Help others.

Book: Read and discuss a book teaching a lesson about respect. (See *Character Ed book list*.)

(Ask) How would you practice *respect* if...

1. Someone on the school bus is saying unkind words and "bullying" another student. What should you do?
2. One of your classmates or siblings shares a story you have already heard many times before. How should you react?
3. The park is closed for construction and the sign says "Keep Out!" Your friends want to play anyway. What should you do? What if someone takes a marker and starts writing on the sign?
4. Your teacher brings in a very special souvenir from her vacation. She allows it to be passed around the classroom. How should you handle the special treasure? What if it gets broken?
5. What should you do if you see a classmate or teacher with their arms full struggling to open a door? Or you see them drop a stack of papers on the ground?
6. Your coach chooses another player to put in the game and you feel it should be you?
(Encourage students to come up with a few more situations to discuss together as a class.)

Activity: Complete an activity to go along with your lesson. (*Activity suggestions follow.*) You may choose to incorporate an activity into your lesson at any time. Visuals and experiments are very effective at the beginning of the lesson and often get your students excited about the lesson.

Closing comment: If you expect respect, then be the first to show it!

***"Respect is learned, earned, and returned."* ~ Author Unknown**

Respect Activities

Reaching Out with Respect (Suggested for all grades)

Materials: None

Practice firm handshakes in class with each other. Talk about how offering your hand and looking a person in the eye is a way to show respect. Discuss other ways our hands can show respect, such as applause, reaching out to help someone, putting our hand over our heart during the Pledge of Allegiance, handling delicate things with care, keeping our hands to ourselves, and cleaning up. Have students trace around their right hand on a piece of paper. On each finger have them write a way to show respect for others. Encourage students to share some of the statements they have written. If possible, display the hands in the room or hallway.

It's Not Easy Being Green (Suggested for grades K–1) – All Dilworth K Classes

Materials: Song or video of Kermit the Frog singing "It's Not Easy Being Green"

Play the song or video for the students. Discuss what it means to be different and how it feels. For example: Are you short or tall? Do you or someone you know have a physical disability? How might people from other countries and those who speak a different language feel? Ask how students can demonstrate respect to those different from them. (*Character Education*, Graham and McKoy)

Simon Says: "Who Are You?" (Suggested for grades K–2) – All Dilworth 1st Grade Classes

Materials: None

Students play a variation of Simon Says that highlight their similarities and differences. The objective is to teach respect and tolerance for each other. Tell them to watch carefully as they play the game because not everyone will have the same answers. Let them know that at the end, each student must tell one new thing they learned about a classmate. Begin the game like this:

Simon Says: "Everyone with brown eyes, stand up."

Simon Says: "Everyone who has a cat, put your right hand up."

Simon Says: "Everyone whose favorite sport is basketball, stand on one foot."

Simon Says: "Everyone who speaks more than one language, jump up and down."

Simon Says: "If you like to eat spinach, nod your head," and so on.

At the end of the game have students sit in a circle. Ask each student to share something new they learned about another student. (www.education-world.com)

Respect Activities (continued)

Sweet Respect (Suggested for all grades) – All Dilworth 2nd Grade Classes

Materials: bowl of water, pepper, sugar, and a bar of soap

Begin by sprinkling pepper liberally on the water. Tell the students that the pepper represents the people around them—classmates, teachers, friends, and family. Discuss that how we get along with others is largely determined by how we treat and speak to them. Our words can be powerful tools, either for good or bad, and it's important to learn positive and respectful ways of speaking to others.

Take the bar of soap and tell the students it represents unkind and hurtful language. (*Touch the bar of soap to the center of the water. The soap will repel the pepper and cause it to be dispersed to the side of the bowl.*) Tell students that when we speak unkindly to others, they will not want to be around us, and they will scatter just like the pepper.

Take a teaspoon of sugar and pour it in the center of the water. Compare the sugar to the sweetness of kind and respectful words. (*The pepper will be drawn to the sugar.*) Tell the students that being respectful towards other people usually causes them to be drawn to us and want to be our friend. (*10-Minute Life Lesson, Jaime Miller*)

Race for Respect (Suggested for grades 2–5) – All Dilworth 3rd Grade Classes

Materials: None

Divide the class into two groups. Assign Group 1 “Respect at Home” and Group 2 “Respect at School.” Allow 5 minutes for each group to come up with as many ways as possible to show respect at their assigned place. When time is up have each group read their list to the class. The group with the most respectful actions wins!

Heart-ful Respect (Suggested for grades 2–5) – All Dilworth 4th Grade Classes

Materials: Hammer, nail, block of wood (or a piece of paper and a sharp pencil)

Begin by striking the nail into the wood with the hammer (or ask a child to hold the paper in two hands away from them, and carefully but quickly poke the pencil through the paper).

Explain to the students that this is what it feels like in a person's heart when they are teased, (hit the nail/poke the paper again) put-down, (hit the nail/make another hole) excluded, the victim of gossip or a cruel email, etc.

Next, remove the nail/pencil and say, “Even after ‘I’m sorry’ is said, (show students the hole left by the nail) a hole is left in that person's heart. Don't be the kind of person that hurts the hearts of others. Treat *everyone* with kindness and respect.”

Discuss how including and accepting others prevents these hurtful holes.

Respect Activities (continued)

Out Of My Mouth (Suggested for all grades) – All Dilworth 5th Grade Classes

Materials: You will need a tube of toothpaste and a paper plate

The theme of this activity is to watch what you say because you can't take it back. Select a volunteer to come up to the front and ask them to squeeze all of the toothpaste out of the tube onto the plate. Ask another volunteer to come up front.

Once your volunteer is in place, ask them to carefully put all of the toothpaste back into the tube. Soon they will give up and respond that it is impossible. Explain to the class that getting the toothpaste out was much easier than putting it back in. Our words can be just like that. Once they come out of our mouths, we can't put them back in. This is why we should always take care to use kind words and speak respectfully to others. Thoughtless, mean, and angry words really hurt.

Remember: The toothpaste was caught on a plate so it would not make a mess. Unkind words can't be caught this way, and what we say can make a big mess. Always take care to use kind and respectful words. (*Object Talks for Any Day*, Kokmeyer)

Discussion questions about respect: (Ask students to discuss without names or blaming.)

1. Do you ever notice disrespect between people here at school? Do you know of any disrespectful behavior? Describe it. How do you feel about it?
2. What do you like most about the way people treat each other here at school? Does it have anything to do with respect?
3. What is a bully? Is bullying an act of disrespect? In what way? Can someone be a bully without meaning to be? How?
4. How can treating people with respect prevent disagreements?
5. When you are with a group of kids, what things might other kids do or say that make you feel good? What actions make you feel bad? How does treating people with respect affect your friendships?
6. What could you do if you noticed someone treating another with a lack of respect?

Additional Respect Activities

Pieces of the Puzzle (Suggested for grades K–1)

Materials: Crayons, poster board cut into one jigsaw puzzle shape per student. (If you want to put the puzzle back together at the end, you may want to number each piece and bring tape.)

- (1) Pass a puzzle piece to each student and ask them to write their name in black and color it any way they like. Meanwhile, ask: Have you ever put together a big puzzle? Did you notice that each small piece fits together perfectly to make a whole picture? Have you ever lost a puzzle piece? What would happen to the picture if one piece was missing?
- (2) Then ask the students to look at their small, decorated puzzle piece. What do they notice about that piece? Look at their neighbor's puzzle piece. Are they shaped the same? Different? What about the colors of the pieces? Are they similar?
- (3) Ask several students to share something about themselves—their favorite activity, favorite sports team, their favorite color, etc. Then ask the class: Did you all give the same answer? Would it be interesting if you had? Or does each of us fit into the puzzle uniquely and make it complete? How can we respect differences and celebrate how we are all different? (Adapted from <http://www.character.org/lessons/lesson-plans/elementary/sappington-elementary-school/>)

Additional Respect Activities (continued)

The Respect Card (Suggested for grades 1–2)

Materials: Blank paper and 2 copies of cut-apart Respect Situation Cards, p. 76, from the large blue *Character Education: Ideas and Activities for Children* book, available in the Character Ed cabinet.

Pass out one “respect” card to each student. Ask them to write down (a) a disrespectful way they might react or behave in their given situation, then (b) how to most respectfully react instead. Ask them to consider how their respectful reaction might change the way those around them feel.

Role Play (Suggested for grades 2–5)

Materials: None

Divide the students into groups of 3–5 and ask each group to develop a short skit about *respect*. Each skit should show a student responding to a situation in a respectful manner. Have each group present their skit to the class. You may use the example here, one of your own, or have the children make up their own situation.

Four good friends are planning to spend a day at an amusement park. Two of them want to invite another student who’s new in school. The other two don’t want to include this person because he/she is different in some way (a different race, from another country, not interested in the same things they are, etc.). Allow the “new kid” to talk about how this made them feel. After the role play discuss respect and lack of respect in the skit.

Ask the students to consider how they might behave differently and how that could positively impact the new student. Have four others act out the role play, changing the situation to show respect.

Respect-full Messages (Suggested for grades 2–5)

Materials: Paper and markers or crayons

Break the class into small groups. Choose one activity:

- (1) Ask each group to design a *bumper sticker* about respect. Include on the bumper sticker: the word *respect*, a motto or slogan for why you should use it, and three words that describe it.
Or:
- (2) Ask students to write a *short public service announcement* or commercial about respect. Ask them how they would “sell” respect in a fun or attention-getting way so others will want to start using it. For example, they might note what positive world impact we could have if more people showed respect to one another. (Adapted from www.micheleborba.com/Pages/BMI05.htm)

Manners Matter (Suggested for grades 2–5) **Materials:** Copy of poem below

Talk about good manners and how they are an important way to demonstrate respect. Read the following poem to the students. *(If you do not have copies of the poem you can write it on the board.)* Have the students work in small groups to set the poem to a tune they know, or to make a rap out of the poem. Select volunteers to present their version of the poem to the class.

We say “Thank you.”

We say “Please.”

We don’t interrupt or tease.

We don’t argue. We don’t fuss.

We listen when folks talk to us.

We share our toys and take our turn.

Good manners aren’t too hard to learn.

It’s really easy, when you find

Good manners means...

Just being kind

Unless otherwise noted, lessons are from Providence Spring Elementary’s web site, Charlotte, NC, and *The Parent/Community Connection in the Classroom: Connecting your classroom to parents, community, and character education*, Julie L. Gaines, 2005 (reproduction is permissible for school use only).

Classroom Follow-Up Activities

1. What does it mean to treat other people with respect? Have your class brainstorm a list of do’s and don’ts for treating people with respect. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.
2. Make a class contract in which the kids lay out a set of rules for having a respectful classroom. *(See example below.)* What will be the penalties for violating the rules?
3. Brainstorm ways to make your school environment more respectful. Create a list of recommendations, and place them in your school newspaper or on a poster.
4. Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations.

HOW TO BE RESPECTFUL

Treat other people the way you want to be treated.

Be courteous and polite.

Listen to what other people have to say.

Don’t insult people, or make fun of them, or call them names.

Don’t bully or pick on others.

Don’t judge people before you get to know them.

