

STANDARDS ADDRESSED

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 butchers 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”)

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 butchers 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 favourite 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)

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 summarise 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.

English 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.

English 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.

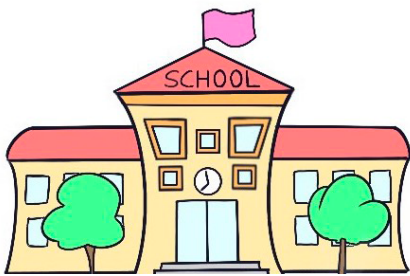
English Extension

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

SHOWING RESPECT

How Can I Show Respect?

At School



At Home



In the Community



RESPECT SCENARIO CARDS

Card 1

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?

Card 2

Sarah is at the park; she throws her rubbish 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?

Card 3

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?

Card 4

Anna's teacher tells the class to put their devices 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 device. Is Anna being respectful? What should Anna do to show respect to her teacher?

Card 5

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?

Card 6

Sean's mum 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 mum asked. Is Sean being respectful?

Card 7

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?

Card 8

During Show and Tell, two boys start laughing when their classmate is sharing what her favourite 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?