



R.E.S.P.E.C.T.

January 15, 2018

Students Will Be Able To

- 1. Recognize how to interact with others in ways that respect individual and group differences.*
 - 2. Identify and develop strategies to promote acceptance and respect in the school and community*
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Materials

For Activity 1, the *Looks Like, Sounds Like, Feels Like* and *Planning to Use Self Respect* Activity Sheets.

Introduction

These activities explore the essential question of what respect means to each of you, and why respecting others is important. It will also explore how to identify when you are using respect.

Activity 1: Respect Looks, Sounds, Feels Like

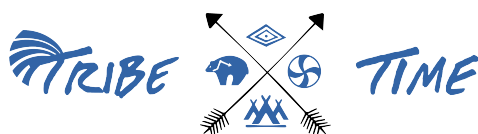
The teacher will display a stuffed animal. Ask a student to come forward and use their senses to describe the item to the rest of the class. The student may say things like it is soft, looks cute/cuddly, etc. Ask the students if the student describing the item has described it accurately. Ask the students if other things can be described by using their senses. See Activity 1 Handouts below.

Activity 2: What Does Respect Mean to Me

Have students work as a class or in small groups to brainstorm responses to the question, What does "respect" mean to me? Will they mention the "Golden Rule" -- treat others the way you would like to be treated -- as a simple definition of the word? Have students make a list of synonyms for the word respect. For example, esteem, honor, regard, value, cherish, appreciate, admire, praise, compliment

Activity 3: Learning to Respect Individual Differences

Explain to students that they will play a version of Simon Says in which only some students will respond to each command. Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.

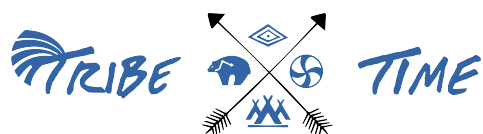




Lead a game of Simon Says. Provide such directions as

- Simon says "Everyone with brown eyes, stand up."
- Simon says "Everyone who has a dog as a pet, put your right hand on your head."
- Simon says "Everyone whose favorite sport is soccer, stand on one foot."
- Simon says "Everyone who speaks more than one language, jump up and down."
- and so on. Choose categories appropriate for your students.

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. The trait they share must be something they didn't know before playing the game. Students might say, "I didn't know that Katie spoke Spanish" or "I didn't know that Jose was left-handed."





Activity 1 – Respect Looks, Sounds, Feels Like

Teacher Instructions

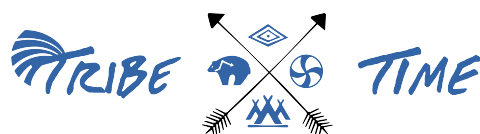
1. The teacher will pass out the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and tell the students that just like the above item was described, we can describe respect. Tell the students that they are going to be writing down what respect looks like, sounds like and feels like.
2. Have students voluntarily share what they have written on their activity sheets and discuss, letting students write down or make changes to their sheets. Encourage students to give personal or other examples of what they mean with their answers.
3. Ask students how what they have written can be used as a plan to show respect towards others.
4. Hand out the Planning to Use Respect Activity Sheet. Read the directions and explain that they will choose one person not listed to show respect towards. Make sure that students know they are to practice their plans. Have the students complete the sheet in class.

Student Involvement

1. Students will write down what respect looks like, sounds like and feels like.
2. Students will volunteer to share what they have written on their activity sheets, discuss one another's answers as a group and make changes to their sheets. Students should be able give examples of their answers.
3. Students should be able to discuss knowing what respect looks, sounds and feels will enable them to develop ways and plan to show others respect.
4. Students will complete the activity sheet showing that they have plans/strategies they can develop to show respect to a variety of people in their school community and home environments.

Teacher Follow-Up

The teacher can post the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheets on a bulletin board of respect as a reminder to the students of how they could develop ways to show respect.





Respect: Looks Like, Sounds Like, Feels Like

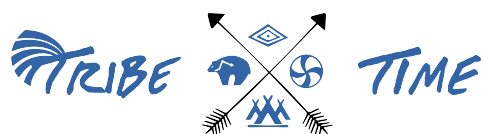
What does respect look like?



What does respect sound like?






What does respect feel like?





Planning to Use Respect

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person	 Looks	 Sounds	 Feels
My Parents			
My Teachers			
My Friends			
My Classmates			
My Neighbor			
My (siblings, grandparents...choose someone not listed above)			