

# Respect

This week students will evaluate what it means to show respect for things and different environments, including exploring a school-related handbook or policy book and discovering what the school says about respecting school property and equipment. Students will apply these principles to their home environment as well.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

## Main Lesson

**Whole Class Lesson**  
30 minutes



### R.E.S.P.E.C.T. - What our School Says About Respect

In this lesson, students will review the student/school handbook and discuss the sections that outline how to show respect for the school - including fellow students, staff & teachers, and school property. (See *page 2 for lesson details.*)

## Mini Lessons

**For Small Groups**  
15 minutes



### We Write the Rules

Have each small group write a classroom rule that will help the class show respect for self, for others, and for the school/classroom. These rules will serve as the classroom rules of respect for the year, so display them in the room.

**For Partners**  
15 minutes



### Home Rules

In partners, talk about some of the rules your parents or guardians have at home. Discuss similarities, differences, and how easy/hard it is to follow the rules. Evaluate how the rules help you show respect for the home, for others at home (parents/guardians, siblings, pets., etc.), and for yourself.

**For Individuals**  
15 minutes



### What Would I Do?

Project (or print and hand out) scenarios that depict the student witnessing vandalism of school property (some minor, such as writing on a bathroom mirror or lunch trays left lying around, and some major, like graffiti on the wall). Invite students to personally think through a response they would have when witnessing disrespect of school property. Students can either journal about it or share their ideas with the whole group. (See *handout below for scenarios.*)

**Technology-Focused**  
15 minutes



### Technology's Impact on Respect at Home

Have a large group discussion about how you feel technology impacts your relationships at home. Are people on devices more than they are with each other? How has technology brought you closer? What are your house rules regarding technology usage and how does that impact how you show respect for your family members? Discuss pros and cons.

# What Our School Says About Respect

In this lesson, students will review the student/school handbook and discuss the sections that outline how to show respect for the school, including fellow students, staff & teachers, and school property.

## Lesson Timeframe

30 minutes

## Required Materials

- School/student handbook
- Printed copies or smartboard
- Highlighters

## Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

## Lesson Objective

Students will:

- Evaluate a school handbook or policy book for its position on respecting school property and equipment.
- Write classroom rules that apply to showing respect for self, others, and the school environment.
- Role play situations where students observe vandalization of school property.

## Teacher Connection/Self-Care

Ultimately, how we show respect for ourselves and others is up to us. But, our ability to do this can be influenced by many things, including culture, policy, the media, and our own biases about who we are and what we respect. This week, take time to notice what is influencing your ability to respect yourself and others, and then ask yourself, “Is this true?” and “Who is behind this message?” If you are reading a school policy about respect, then likely it is true and written with everyone’s best interest in mind. Plus, the source behind the message - the staff, administration, school board, and/or school families - is a reliable authority. But, if the messages you are receiving that influence how you view and respect yourself or others is from the media or personal biases, ask yourself if they are true and where they came from. You may discover something false that is negatively impacting your ability to show respect. If that is the case, hit the reset button and evaluate how you can improve your ability to ignore the noise and instead give and receive respect.



## Share

5-7 minutes

This lesson will take some teacher preparation as students will need a copy of the school/student handbook that you are addressing in this lesson (copies will be shared since students are working in pairs, so fewer copies are required). Or, project the pertinent parts of the handbook using the smartboard and avoid making copies, though this will eliminate paired work and make the activity whole-class, which is fine.

You will want to copy or project sections of the handbook that pertain specifically to the treatment of others (staff/students) and to the treatment of school property. (You will not have time to go through the entire handbook!) If the sections of the handbook for these areas are too numerous to discuss, pick just 2-3 to examine that are most relevant to your students and their daily activities at school. You could also pick another handbook or school policy. The school’s Acceptable Use Policy (AUP), if students are using things like

iPads, computers, or other digital tools in class, could be interesting to review. It is unlikely students read anything in that policy though they or their parents signed it (if they are using technology in school and the school has an AUP, which is likely).

So far in our Respect Unit we have talked about what it means to respect ourselves and what it means to respect others, specifically our peers. This week we are going to look at the rules we have here at school and the rules we have at home for respecting other people in those environments and for respecting the environments themselves; the things, the property, the stuff. Did you know that it is important to respect stuff too? It is!

You likely signed something (or your parents signed something) that says they read and agree to follow the <Insert Name of School> school/student handbook. (Pass out copies or project the handbook up on the whiteboard.)

Does this look familiar to anyone? (It will be interesting to monitor the responses; likely not many students will be very familiar with the document though likely every family signed one.)



## Inspire

3-5 minutes

The rules and policies in this document are very important for how we run our school. We ask each family to read and sign this document at the start of the school year to help us know that everyone understands the behavior we expect at school and the consequences that follow poor behavior. It is like signing a contract with the school that you will respect its rules and follow them. Does anyone remember reading this document with their parents? (It is likely that only a few hands will go up.)

Today we are going to look at some of the parts of this important contract that tell us how to respect others at school and how to respect school property. This is always a good reminder at the beginning of the school year. Plus, you or your parents signed something saying you understand the rules and will abide by them, so it is important you know what these rules are!



## Empower

15 minutes

Select the following activity based on whether you are copying the handbook and letting students work in pairs or if you are projecting parts of the handbook on the smartboard and students are working as a whole class. The parts should be short (about a paragraph).

**Pairs/Copies:** To make this more interesting, we are going to go on a Respect Scavenger Hunt in our <school/student/other> handbook. I am going to give each pair a copy of a section in the handbook and some highlighters. Together I want you to look for and highlight words that express rules regarding respect. The word “respect” may not actually be used, but what words are used that tell you that you need to respect someone or something (including school property).

Then I want you to summarize, which means to put into your own words, what the rule is saying and how it applies to the concept of respect. After about 8 minutes, we'll return to the whole class and share what we discovered.

**Whole Class/Smartboard:** The reason you probably have not read this entire handbook from start to finish is because it is long and the language is sometimes complicated. This is almost like a legal document that helps hold students and families accountable for their actions and protects the school from any wrongdoing. So, the words are big and the ideas are complex, even when in reality they are pretty simple. For instance, respect school property; don't draw on anything or kick holes in anything or steal anything, etc. So, today we will look at 2-3 parts of the handbook and we are going to act like "code breakers" and rewrite some sections so that we clearly understand what the rules are and what our responsibilities are. We are going to look specifically at how we are to treat others at school and school property because this ties into what we've been studying: respect.

You will need to have pre-selected 2-3 passages in the handbook that talk specifically about student conduct toward others and toward school property. Project one passage at a time. Let student volunteers read the passage out loud to the group, and then as a class discuss what it means in plain terms and how it relates to respect. Have students identify practical ways they can follow the rule each day.



## Reflect

5-7 minutes

Review the summarized or "plain terms" rules that you examined and how they can follow the rules on a daily basis. Ask volunteers to suggest ways these rules apply specifically to the classroom setting. Encourage students to go home and discuss the handbook with their parents or guardians. Have them ask their parents/guardians if they remember signing the handbook contract and if they know what is in it. If not, perhaps they can review it together. Consider offering an incentive for students who review the full handbook with parents and return a signed parent note expressing such action by the end of the week.

# What Would I Do Scenarios

Use the following scenarios with the “What Would I Do?” mini-lesson.

## Scenario #1:

You are getting popcorn at the concession stand during half-time of the football game and see a group of three students from your school having a “popcorn fight” by the entrance gate. They are making a huge mess, right where people will walk out after the game is over.

## Scenario #2:

You use the hall pass during math to use the bathroom. As you are going in, four students are leaving, laughing and whispering. When you get inside you see that someone has written on the stall doors with permanent marker.

## Scenario #3:

Your class gets to use iPads every day in class. In fact, you get to take them home. Before you can use them, though, you have to sign a contract stating that you’ll take care of the equipment and that you will follow specific rules for using it. For example, you can’t download games to your iPad, use it to take personal pictures, download music, or leave it unattended. If you break these or any of the other rules, you could lose it for the whole year. You know your best friend has put some games and music on his iPad and he often lets other kids borrow his iPad to play on during lunch.