

Respect Agreement Lesson Plan for Online Classrooms
Using Online Tools
By Beth Sprankle with Ron and Roxanne Claassen

The *Respect Agreement Lesson Plan* for online classrooms is for grades K-12. Students 4-12 can do the plan as written.

For K-3 classrooms, teachers will need to modify to match their students' abilities. Adjustments may include reading a story about friends and discussing how friends show respect for each other. Younger students may also need a silent time for individual thinking and then doing verbal brainstorming as the teacher records both the students' ideas and their ideas in the categories in the lesson plan.

Objectives

- In collaboration with their teacher(s), students will work together to create a *Respect Agreement* that identifies the behaviors that demonstrate respect and will guide how the class will relate to each other in the online classroom to create and maintain a respectful, civil, safe, and productive learning environment.

Duration:

Day One

- Independently write what respect would look like, sound like, be like if the teacher were respecting students, if students were respecting teacher, if students were respecting students, if students were respecting themselves, and if all of us were respecting the resources provided by the school. 10 to 15 Minutes
- Small Group Collaboration: 10 Minutes
- Whole Class Collaboration: 10 - 20 Minutes

Day Two

- Students review teacher's summary of ideas in *Padlet*: 15 Minutes (Could be homework)
- Small Groups Review their Class Respect Agreement: 10 Minutes
- Whole Group Discussion: 10 Minutes
- Sign Final Agreement & Submit Assignment in *Google Classroom* or other online platform: 5 Minutes

Procedures:

1. Synchronous/Asynchronous:

Guidelines: For writing about respect. Make statements:

- Positive when possible. Recognize some ideas may express more of what is meant by being stated negatively (do not use profanity)
- Begin with a verb, an action word –Example: Be prepared for each class. Listen to each other's ideas.
- Feel free to list behaviors that clarify things like: Instead of saying be kind, one could say, be friendly and helpful to new students, ask before you borrow something and return it in good condition, help when help is asked for. (Help does not mean allowing someone to copy or just doing it for them, etc.).

Invite students to **individually** fold a piece of paper into five sections (*To fold into five sections, fold a regular sheet of paper twice ~ once "hot dog" style and once "hamburger" ~ then find the corner of your folded paper that would be the center if you were to unfold it. Take that corner and fold it diagonally to make a triangle however big you want that center diamond to be*). Label the sections. Or, provide students with a premade *Fruiter Model* handout. Invite students to write in each category **what respect would look like** and **sound like** and **be like** if the teacher were respecting the students, if the students were respecting the teacher, if the students were respecting themselves, if the students were respecting each other, if all were respecting the facilities and resources provided by the school. Teacher fills out a form as well.

Name: _____ Date: _____ Class: _____

Respect Agreement

Respect Among Students	Respect from Students to Teacher(s)
Respect from Teacher(s) to Students	Respect for Materials, Equipment, & Tools

Respect for Self

Notes:

Free Printables For K-12 Education www.STUDENTHANDOUTS.com

2. **Synchronous/Asynchronous:** Assign Groups & Roles
 - a. **Recorder:** Writes down each group member's ideas just as the person worded them.
 - b. **Time-keeper & Arranger:** Sets up the **Meeting** for groupmates & teacher. Monitors time and shares progress with teacher. Offers reminders to keep conversations on task.
 - c. **Reporter:** Speaks for the group when we reconvene as a class.
 - d. **Facilitator/Encourager:** Ensures that each person has a chance to participate. Reminds recorder to write each person's ideas down in the way that they are said, offers support to peers so that all members have time and feel welcomed to participate. Invites the group to think about and understand all ideas.
 - e. **Instructions:**
 - i. Invite each participant to share their ideas in each category with the group. Teacher will join a group as a group member like the student group members so the teacher's ideas are woven into the student ideas without particular identification that this or that idea is that of the teacher.
 - ii. Open the *Group Respect Agreement Template* shared in our **Classroom**. Record all ideas in the template. Work with the group on how to word ideas that are similar but worded differently.

3. **Synchronous/Asynchronous: Whole Class Share-Out**
 - a. Join the **Google Meet** or **Zoom meeting**; Go around the “room” with the reporter from each group sharing ideas for each category until all have shared the ideas of their group.
 - b. Teacher records all ideas into the **Class Respect Agreement Template**.
 - c. Group is given time to ask for clarification to understand all ideas. (Remind students that all ideas will be considered.)

4. **Asynchronous:**
Teacher posts the *Class Respect Agreement* (or the *Respect Agreement* for each class).

5. **Synchronous/Asynchronous:** Students review ideas in Padlet.
 - a. Ask them to look for ideas from their group and from their class. All students should be able to see their ideas. Display the small group work, if possible, so they can go back and forth checking for their ideas.
 - b. Invite them to discuss and or post comments and concerns in **Padlet**.
 - c. Address any concerns.
 - d. Ask them to consider if they would be willing to consciously do what is on the list to make their classroom experience respectful for everyone. Let them know you are willing to consciously do what is on the teacher respecting students part of the *Agreement*. Tell them you want to invite them to respectfully remind you of your agreement and that you will do the same for them.

6. **Synchronous/Asynchronous:** Place students back in their original groups and invite them to discuss the Master Respect Agreement in **Google Meets**.
 - a. Recorder writes down the groups’ questions or points that need clarifying.
7. **Synchronous/Asynchronous:** Whole class discussion.
 - a. Take time for questions & to clarify ideas.
8. Ask if they would be willing to sign the *Respect Agreement* and tell them you, the teacher are willing to sign it.
 - a. If so, create an assignment in **Google Classroom**; students sign and submit the work.
 - b. Teacher posts the *Respect Agreement* in virtual form in the Google Classroom.
9. For several class meetings begin with a review of the *Respect Agreement* (or one section of the agreement per class meeting) that the class has signed.
10. Throughout the semester, occasionally or any time it seems helpful, read the agreement.

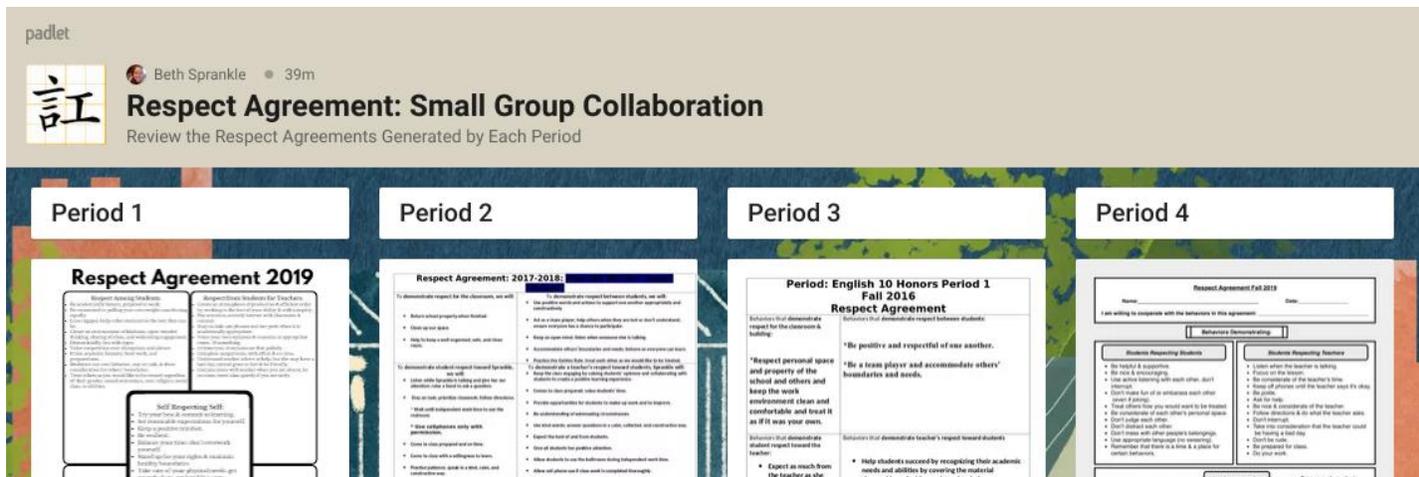
Ideas for teachers who have multiple classes: Teacher develops a respect agreement with each class or teacher collates ideas from all sections into **Padlet**. Ideas that are similar are combined.

Asynchronous: For teachers who have multiple classes: Teacher collates ideas from Padlet activity into a *Master Respect Agreement* for the entire group of students in that classroom and post it to **Google Classroom** or whatever online platform you are using.

- a. Example #1: Illustrates a list of ideas for respect taken from all classes for students to review.



b. Example # 2 Illustrates completed Respect Agreements for each class for students to review (I posted completed Respect Agreements from my classes and from a peer's).



Teacher's ideas are included. Based on my, Beth's, experiences with online learning last Spring, I will mention several below to stimulate your thoughts as you prepare for working with your students on creating your respect agreement.

- Timely responses to email inquiries.
- Honesty with parents about submitting work, participation, and usefulness of online platforms.
- Attending class and showing yourself as actively present (not just your name on the screen).

- Staying home if you are sick or been exposed to someone who might have Covid.
- Completing assignments or asking for help and clarification if you are having trouble.
- Managing time.
- *Constructively commenting others' ideas both in person and message boards & emails.*
- *Use classmates' names when responding to their ideas.*
- *Avoid slang and sarcasm.*
- *Respond to others' ideas instead of reacting to ideas.*
- *Do not use all caps.*
- *Assume positive intent.*
- *Make eye contact, lean in, smile, nod & use body language to show you are listening.*
- *Stay calm.*
- *Ask questions to keep the conversation going.*
- *Avoid side conversations and other interruptions like looking at your phone or working on other coursework (Based on idea from Catlin Tucker's book, *Creatively Teach The Common Core Standards with Technology*).*