

Respecting Ourselves and Others

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Respect Lesson Plan

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Objectives

The students and teacher will look at the concept of respect and determine what respect will look like in their classroom life together. They will think about what they need to do in order for there to be a sense of respect present.

Duration

40 to 50 minutes. Do this activity right before recess, lunch or as the last activity of the day so you can compile a list for students to see the next class period.

30 minutes. The next day or class period look at the list and make commitments about what all are willing to do in terms of respect.

Materials Needed

Students need a pencil or pen.

Paper for each student.

Butcher paper and markers for groups of four to record their ideas.

Chalk/white Board or large butcher paper to record a composite of all of the ideas.

Procedure

1. Pass out paper to each student and tell him or her to fold their paper into four quadrants. The first quadrant should be labeled Teachers Respecting Students, the second Students Respecting Teachers, the third Students Respecting Themselves and Others, and the fourth All of Us Respecting School Resources and Facilities. Model this on the board as they label their paper. Tell them they will have ten minutes to do a quick write about what respect would look like, sound like in each of the categories. Tell them to write their ideas on the paper about what the classroom would look like if all were all respecting each other and themselves. What would it mean for students to respect the teacher? What would it mean for the teacher to respect students? What would it mean for students to respect themselves and other students? What would it mean to respect the resources and facilities of the school? How would we talk to each other? How would we treat people who come into class to visit, to join the class (new students), or who need to leave (student who moves)? Another way to look at this is to consider and write down what we do that is good and what others do that is good and what class would look like if we thought about doing that which is good.
2. As the students are writing, the teacher should also write her/his ideas about the same issues.
3. Have the students get into groups of four. The teacher should join one of the groups. First they should go around their group allowing each person to read their entire list. On a butcher paper, the group makes a list consisting of all the ideas expressed. Tell them if an idea is duplicated, write that idea only once. Include all serious ideas.
4. Put the butcher paper lists from all the groups up so all can see them. A person from each group can read the ideas from their group's list.

5. Invite the students to look at the lists. Tell them these lists include the ideas of the entire class. Give them 2 to 3 minutes of silent time to look at the lists. Ask them to look for their ideas. Ask them to think about whether or not they would be willing to consciously try to do what is on the lists to make their class experience as respectful as possible for everyone.
6. Give students time for discussion and clarification. Just this time of recognition that they all really do understand respect very well is helpful in setting a classroom tone of respect. Recognize with them that their parents, grandparents, aunts, uncles, past teachers have done a magnificent job of teaching them about the idea of respect.
7. Add ideas, or modify (wording for better understanding) ideas as you discuss and agree together what the classroom community would be like with all these ways of showing respect as an agreement that all sign and work to keep each day together.
8. When there is no more discussion and all seem to have the clarification they need, invite students to think once more about how the class would be if all were willing to do the things on the list.
9. Tell the class that you will take all their lists of ideas and write them into a formal Respect Agreement that all can sign to be the basis of the classroom's relationship together. Be sure to include all ideas (you don't need to repeat ideas that are basically the same) that are on the group sheets. It is very important that all can see that their ideas are there. Tell them you are willing to do what is on the list as the teacher. Tell them the agreement with their signatures will be kept up as a reminder for all in the class of the intention of each to be respectful.

Next day or next class period:

1. Put all the individual group ideas back up with the agreement that has been written out more formally on butcher paper in the four categories, Teachers Respecting Students, Students Respecting Teachers, Students Respecting Themselves and other Students, and All Respecting School Facilities and Resources. Give time for questions and clarification. It is important for them to be able to compare the composite of their ideas with the work done in their small groups so they can be assured/reminded that these are their thoughts and ideas about respect.
2. Ask if all would be willing to sign this Respect Agreement. This can be a time when a few will ask what you will do if they do not sign. I welcome this honesty and concern some students have for valuing their signature and their concern that they might not be able to keep the agreement. I let them know that if they need more time to think and to process, they can have that time and that I will want to be a part of that so we can build understanding and trust. I have never actually had a student who did not eventually sign the agreement. The usual concern is about what will happen if the agreement is not kept. That is a good lead into the rest of the ideas for setting up and understanding the structures and strategies that will be used in that situation.