



LESSON

3

How I Treat Myself and Others Matters Unit Grade 3 • Ages 8-9

TIME FRAME

Preparation: 5 minutes
Instruction: 30 minutes

MATERIALS

Chart paper

RAK journals

[Kindness Concept Posters](#) for Caring and Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 3, 6; CCSS.ELA-Literacy.L.3.1; CCSS.ELA-Literacy.W.3.2, 2a-d
Colorado: Comprehensive Health S.3, GLE.1, EO.b,g; Reading, Writing and Communicating S.1, GLE.1, EO.c,f,g; S.3, GLE.2, EO.a.i-v

[Learning standards key](#)

Respecting Other People's Ideas

Students will collaborate with group members to discuss and brainstorm ways people can show respect to others.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPECT Treating people, places, and things with kindness

CARING Feeling and showing concern for others.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Referencing the RAK Problem-Solving Strategies.
- Using a talking stick with this activity (see Learning to Listen, Grade 1 lesson) so they are really able to listen to each other.

Resources

Inspirational Commercials <http://www.values.com/inspirational-stories-tv-spots>

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



Share (3 mins)

Option 1: Ask students to share with a partner the collage that they created for in the Respecting Differences lesson. Encourage students to pick out their favorite interests to share with their partner. Ensure both students get a chance to share their collage.

Option 2: If students have completed their random act of kindness for their secret buddy from the Kindness minute in the Respecting Differences lesson, discuss in small groups or as a class: *What did it feel like to do kind acts for others without them knowing? What did it feel like to have someone do something kind for you without you knowing?*



Inspire

Small Group Discussion (15 mins)

*In our last activity, we discussed how to **respect** people who may have different interests than us. In the Time Out clip, we saw two people who were very different disagree in an angry way at first. What if someone has different ideas? What are some ways that we can show **respect** to that person? Allow students to respond.*

*Now we are going to do an activity where we talk about some ways we can **respect** other people's ideas.*

Divide students into pairs or into small groups. One option would be to have students who normally disagree to work together, depending on how well you think they can handle discussing the situations.



Empower

Group Discussion (5 mins)

After discussing in groups, ask for volunteers to share suggestions for how to **respect** others' ideas and write their ideas on a poster sheet or on the board.

Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What are some ways you can **respect** others' ideas?
- Why is it important to show **respect** for others with whom you disagree?
- How do we show **caring** for those with whom we don't agree?

Reflection Questions

- You all mentioned ways that you can **respect** other people's ideas. What is one way that you can try this week to show **respect** for another person whose ideas are different from yours?
- What do you think the world would be like if we all showed **respect** during disagreements?
- How do you like to be treated when you disagree with someone?



The RAK paradigm is the framework for teaching and building kindness skills.





Summary

Today we worked with our group members to brainstorm ways we can show **respect** to others even when we disagree with them. It's important to always show **respect** for others. When we show **respect**, we are more likely to be kind as we work through our differences.

Act (2 mins)

Kindness Minute

Think of one way you can show kindness towards an animal this week. For example, you could hang up a bird-feeder, make extra time to play with a pet, be kind to insects, pet a dog, etc. Tell the person next to you what you plan to do.

Kindness in Action

Ask students to complete the Home Extension Activity sheet.

Write the return date on the sheet before you distribute it. You may want to distribute the sheet with the Friday folders and have it returned on Monday.

Hand out the Respecting Others Home Extension Activity and say: "We have been talking about what it means to respect and care for others and I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by _____."

The day the students bring back their sheet, ask the following questions:

- What are some ways that you and the people you live with are the same and different? How can you respect those differences?
- How can you show respect for other people's ideas?
- How can you care for people in our community?



Respecting Others Home Extension Activity

NAME

PLEASE RETURN BY

Background

As part of the Random Acts of Kindness program, we have been talking in class about ways to respect differences and show care in the community.

Vocabulary Words

CARING Feeling and showing concern for others.

RESPECT Treating people, places and things with kindness.

SELF-CARE Learning how to take care of yourself. Using nice words when you think or talk about yourself.

Instructions

Review the vocabulary words listed above. Ask your student what he or she has learned about these qualities. Then discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date shown:

Two third graders are disagreeing about the rules for a basketball game at recess. One person says you're allowed to block another any way you want. The other person says you can block, but you're not allowed to touch them or talk. What are some ways they can show respect for the other person's ideas?

A brother and sister are asked to clean the kitchen and the living room after dinner. They disagree about what room to start in, if they should dust then vacuum and who gets what job. How can they work through their disagreement?

