

# Recognizing & Restoring Respect

This lesson helps students recognize that we don't always see respect modeled for us in the media, online, or in popular culture. Students will work together to identify respectful and disrespectful behavior, and then articulate where they see respect, where they do not, and how they could make more respectful choices. The focus is partly on respecting others but also is an introduction to respecting places and things which will be the focus of Lesson #4 in this unit.

## Respect Sub-Concept(s)

Self-care, Kindness

## Lesson Timeframe

25-30 minutes

## Required Materials

- ☐ Recognizing & Restoring Respect Worksheet (see below)

## Standards Map

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



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AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.  
See last page for details.

## Lesson Objective

Students will:

- Review the term respect.
- Identify respectful and disrespectful behavior.
- Articulate respectful solutions to problems.

## Teacher Connection/Self-Care

Respect for others combines a myriad of social skills and compromise with individuals that may or may not feel natural to us. Take time out of your day to mentally prepare for difficult situations. Choose to approach each situation with a positive outlook, focusing on cooperation and collaboration. Your approach to difficult situations will ultimately influence every student (and adult!) you encounter.

## Tips for Diverse Learners

- Use more culturally diverse images or images from the local community to help reinforce the concepts (if the images provided will not resonate with students)
- Modify the group work if small groups are ineffective for your students
- Provide specific presentation tips if students struggle with talking in front of other students



## Share

3-5 minutes

*In the previous lesson, we talked about self-respect and self-care. Can someone share something they have done so far today to respect themselves or to take care of themselves?*

Invite student responses. Maybe begin with a personal example.

*Good! I am glad so many of us have taken time already today(!) to respect and care for ourselves. Remember, if we don't care for and respect ourselves, it is difficult to care for and respect others.*



## Inspire

10-15 minutes

*In this lesson we are going to talk about how we respect and show kindness to others. Let's review the definition of respect.*

Review definition or invite student response.

*What are some ways that we can show respect or disrespect for other people in our families?*

Invite student response.

*What are some ways that we can show respect or disrespect for other people in our classroom?*

Invite student response.



## Empower

15-20 minutes (flexible)

*Okay, now we are going to broaden our perspectives a bit. Let's look at several images from recent news media or American pop culture (so, outside our families or our classroom) and I want you to work in small groups to decide if the people involved are showing respect for one another or not. If they are, explain how on your worksheet. If they are not, what is going wrong and what should be changed to make it more respectful?*

See "You Be the Judge" worksheet below. After 7-10 minutes, invite groups to share their ideas with the larger group; this activity can take as long or as short as you want (maybe each group shares just one of their observations or they share all of them).



## Reflect

5 minutes

*Sometimes we don't always see respect modeled in our culture. It is important that we value other people even if they have different beliefs, cultures, opinions, or backgrounds than we do. It is also important that we think before we do or say something. Those Eagles fans were just regular, ordinary people who, most of the time, probably make very good choices. On that day, though, in the excitement of the big win, they made choices that showed disrespect to the city of Philadelphia, to law enforcement, and to other people (fans also tipped over cars, set fires, and destroyed private property).*

*Today, think about ways that we can show respect to people, places, and things.*



## Extension Ideas

- Invite students to sit down with parents/guardians and look through the literature, magazines, or even digital content they regularly consume at home (Facebook, Twitter, TV), and spend even five minutes evaluating the level of respect (or disrespect) they see. Have them document what they observe and discuss how these subtle messages might influence how they act and respect (or disrespect) each other at home!



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The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

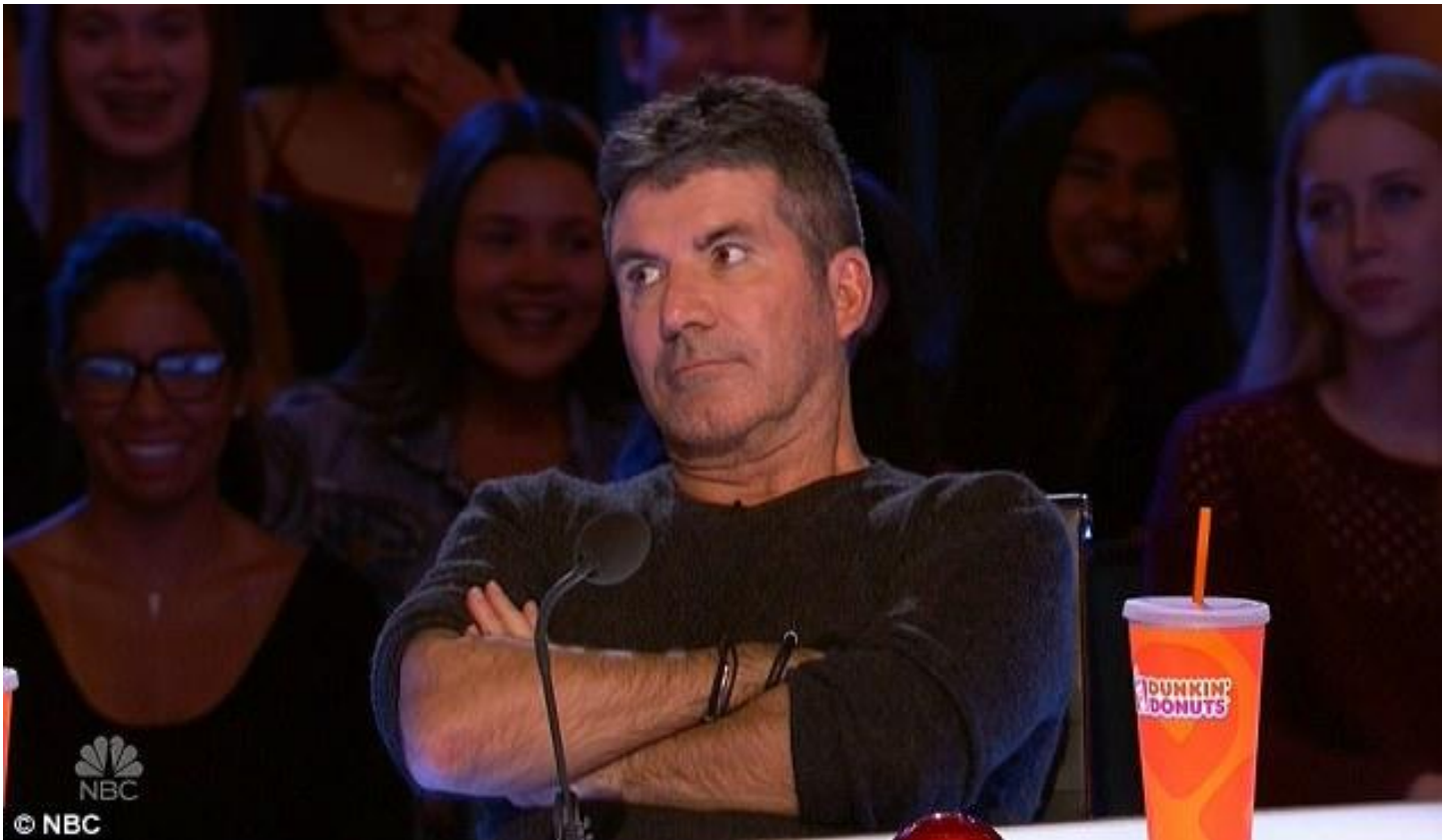
## Recognizing & Restoring Respect Worksheet

Decide if the images shown depict people showing respect for one another or disrespect. If respect, explain why. If disrespect, decide as a group how you would instruct these people to treat each other with more respect.



(Source: <https://www.npr.org/sections/thetorch/2018/02/19/586962668/rivals-japan-south-korea-face-off-at-olympics-amid-chilly-ties>)

This image shows two women speed skaters in the 2018 Winter Olympics; the Japanese skater took first in the 500 meter event while the South Korean skater, her rival, took second. The South Korean skater was upset to have lost by such a narrow margin - less than a half a second!



(Source: <http://www.dailymail.co.uk/tvshowbiz/article-4645640/Simon-Cowell-saves-cute-dog-act-America-s-Got-Talent.html>)

This image is Simon Cowell on America's Got Talent looking frustrated or surprised about either the act or his fellow judges. Simon is well known for his blunt criticism of performers.





(Source: <http://www.coastalvirginiamaq.com/November-December-2017/Right-Side-Political-Debates-In-Media/>)

This cartoon image depicts how politically-charged rallies and protests look in American culture. Is this example showing a respectful or disrespectful scene?





(Source: [https://en.publika.md/riots-in-philadelphia-as-100000-eagles-fans-took-over-streets-celebrating-historic-super-bowl-victory\\_2644871.html](https://en.publika.md/riots-in-philadelphia-as-100000-eagles-fans-took-over-streets-celebrating-historic-super-bowl-victory_2644871.html))

This picture shows Philadelphia Eagles fans after the 2018 Super Bowl win; in this picture, four men are carrying a lamp post that fans had pulled down.

