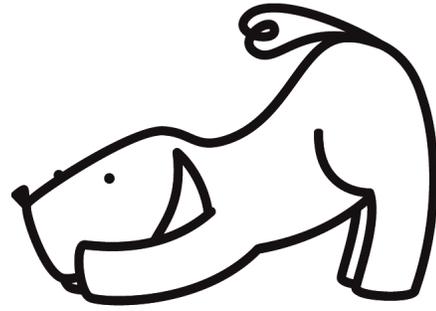


Respect



Sub-Concepts Covered: Self-care, Kindness

Kindness in the Classroom lessons teach kindness skills through a step-by-step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

This is the first unit of the *Kindness in the Classroom* curriculum. It is designed to intentionally coincide with your beginning of school year routines such as establishing classroom rules and expectations, creating a positive sense of class culture, and designating your classroom as a safe space. Each week consists of one main 30 minute lesson and 4 optional 15 minute lessons that expand on the initial concept. The end project allows for complete synthesis of all concepts introduced in this respect unit. When planning, preview the respect project and make adjustments as needed to allow for your class to create the guidebook collaboratively. This initial concept sets the foundation for the remainder of the year!

Unit Objective

Students will:

- Explain the importance of self-care as the core to respect for self.
- Expand their understanding of respect to through both interpersonal and community based interactions.
- Synthesize their knowledge of respect as it applies to themselves, others, and the school through the development of a guidebook utilized throughout the duration of 6th grade.

Student Introduction

Respect. We have all heard this word tossed around in school each year, but what does it mean to you? How does it apply to how you treat yourself? Others? Our school? Why do we always start with respect before exploring other kindness concepts? We start with respect because it is the foundation from which all other kindness concepts grow. These next six weeks will allow all of us to explore the root of this concept and how respect must start with ourselves before we can even begin to truly respect others and our surroundings. You will be challenged to not only expand your understanding and application of respect, but also to work on showing greater respect for yourself! We will be focusing on the following points:

- Self-Respect

- Respect for Others
- Respect for Our School and in Our Culture

Unit Lessons

Main Lesson Title	Weekly Objectives	Main Lesson Materials	Mini Lessons
Lesson 1 R.E.S.P.E.C.T. - Respecting Ourselves	<ul style="list-style-type: none"> Define self-respect. Identify personal qualities they respect about themselves. Brainstorm ways to show self-respect in healthy ways. Evaluate how their digital profiles communicate a message of self-respect. 	<ul style="list-style-type: none"> Puzzle piece cut-outs; one for each person, including teachers. Markers, crayons, and/or colored pencils for decorating the puzzle pieces Tape for securing the pieces back together into a completed puzzle 	<u>Small Group</u> - Affirmation Exercise <u>Partner</u> - Partner Brainstorm <u>Individual</u> - Respecting Myself: Self-Respect Acrostic <u>Technology Focus</u> - My Digital Footprint
Lesson 2 R.E.S.P.E.C.T. - The Respect Effect	<ul style="list-style-type: none"> Evaluate the “Respect Effect” and how showing respect or being in a respectful environment has a positive personal effect. Brainstorm ways to show respect to others. 	<ul style="list-style-type: none"> Brain diagram that can be projected on a smartboard or printed Whiteboard and markers for brainstorming Poster paper and markers for transferring the Top 10 from the whiteboard to a poster Learn more about the Respect Effect (including some ideas for how to improve respect in groups) here https://raycenter.wp.drake.edu/2020/12/09/seven-ways-to-build-strong-character-and-integrity-in-children/ 	<u>Small Group</u> - Showing Respect in Grade 6! <u>Partner</u> - What I Respect about YOU! <u>Individual</u> - Respecting Others: Intentional Respect <u>Technology Focus</u> - The Respect Emoji
Lesson 3 R.E.S.P.E.C.T. - What our School Says About Respect	<ul style="list-style-type: none"> 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 vandalism of school property. 	<ul style="list-style-type: none"> School/student handbook Printed copies or smartboard Highlighters 	<u>Small Group</u> - We Write the Rules <u>Partner</u> - Home Rules <u>Individual</u> - What Would I Do? <u>Technology Focus</u> - Technology's Impact on Respect at Home
Lesson 4 R.E.S.P.E.C.T. - In Our Culture	<ul style="list-style-type: none"> Evaluate how we use technology to either respect or disrespect others. Examine themes of respect or disrespect in popular culture. 	<ul style="list-style-type: none"> Headlines (either provided or personally supplied) - could be replaced with ads, images, or other pop culture icons 	<u>Small Group</u> - If You Don't Have Anything Nice to Say... <u>Partner</u> - Song Lyrics - Respect Evaluation <u>Individual</u> - Respect Reflection <u>Technology Focus</u> - Tweets of Respect

Unit Project

Project Title	Project Overview	Materials Required
A Guidebook for Respect	The class will work together to compile a guidebook for respect that will be presented to parents during the first parent/teacher conference as a way to demonstrate how respect is implemented within the 6th grade.	<ul style="list-style-type: none"><li data-bbox="756 237 1255 268">❑ Binder for the final compiled guidebook<li data-bbox="756 270 1438 333">❑ Pages for each team (as many as necessary, though the sections should be succinct)<li data-bbox="756 336 1406 399">❑ Art supplies for drawing visual representations of the guidelines<li data-bbox="756 401 1406 432">❑ Magazines for cut-outs (and scissors, glue, tape, etc.)<li data-bbox="756 434 1520 552">❑ Students could type/edit their guidelines if teachers have access to computers and/or want to make this a keyboarding lesson as well. The visual arts could be designed via computer as well.