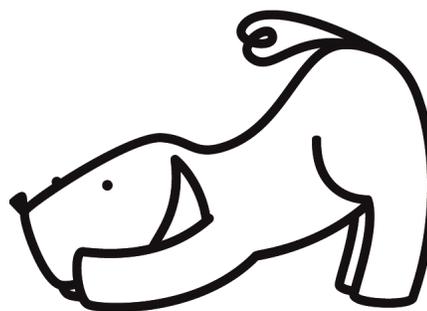


Respect



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 curriculum is designed for you to pick at least two of these mini lessons to help your class dig deeper throughout each week. 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 respect commercials. This initial concept sets the foundation for the entire year!

Unit Objective

Students will:

- Utilize healthy self-care strategies as a demonstration of self-respect.
- Expand their understanding of respect from a biological, brain based perspective.
- Synthesize their knowledge of respect as it applies to themselves through an in-depth analysis of the effects of self-care and productivity.

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? These next 6 weeks will allow all of us to explore the root of this concept and how respect must start with respecting ourselves before we can even begin to truly respect others and our surroundings. Get ready to work -- you will be challenged to not only expand your understanding and application of respect, but also to work on showing greater respect to yourself! We will be focusing on the following points:

- Self-Respect and Mindset
- Self Image and Self-Esteem
- Respect as a Human Right

Unit Lessons

Main Lesson Title	Weekly Objectives	Main Lesson Materials	Mini Lessons
Lesson 1 The Mindset of Respect	<ul style="list-style-type: none"> Understand basic brain functions and how we create new neural pathways. Connect growth mindset with confidence and ability in learning. Apply respect to the concept of hard work and advance learning through neuroplasticity. 	<ul style="list-style-type: none"> Computer/Projector/or Whiteboard 	<p><u>Small Group</u>- The Value of Mistakes</p> <p><u>Partners</u>- Trying New Things</p> <p><u>Individual</u>- Respect is my Superpower</p> <p><u>Technology Focus</u>- Forming New Tech Habits</p>
Lesson 2 Fixed Mindset vs. Growth Mindset	<ul style="list-style-type: none"> Differentiate between a fixed mindset and a growth mindset. Discuss how having a fixed mindset hinders our ability to respect ourselves and others. 	<ul style="list-style-type: none"> Computer, Projector, or Whiteboard 	<p><u>Small Group</u>- Reframe the Mindset</p> <p><u>Partners</u>- Moving from Fixed to Growth</p> <p><u>Individual</u>- Journal: Fixing your Fixed Mindset</p> <p><u>Technology Focus</u>- How does Technology Overwhelm Us?</p>
Lesson 3 Self-Image and Self-Esteem	<ul style="list-style-type: none"> Differentiate self-image and self-esteem. Explore how self-image and self-esteem are connected to mindset and self-respect. Evaluate what influences self-image and self-esteem. 	<ul style="list-style-type: none"> Computer/Projector/or Whiteboard 	<p><u>Small Group</u>- The Messages We Send</p> <p><u>Partners</u>- This Person Is...</p> <p><u>Individual</u>- Notable Quotables: Respect</p> <p><u>Technology Focus</u>- Spreading a Positive Word</p>
Lesson 4 Respect is a Human Right	<ul style="list-style-type: none"> Discuss how some rights are global, human rights. Equate rights with respect. Apply the UN's simplified version of the Declaration of Human Rights to how to demonstrate respect in school. 	<ul style="list-style-type: none"> The UN's Simplified Version of the Declaration of Human Rights: SS-Simplified Version of Universal Declaration of Human Rights.pdf (developmenteducation.ie) The standard version can be found on the UN's website: http://www.un.org/en/universal-declaration-human-rights/ Scissors to cut out the rights into strips to hand out to students Paper/writing utensil (or tablets, if students are typing their responses) 	<p><u>Small Group</u>- Reset the Message</p> <p><u>Partners</u>- This or That</p> <p><u>Individual</u>- How I Disagree</p> <p><u>Technology Focus</u>- Being in or Breaking the Bubble</p>

Unit Project

Project Title	Project Overview	Materials Required
Growth Mindset & Respect Bathroom Posters	Likely the most reasonable course of action for this project will be to create posters (and ideally laminate or otherwise protect them), but if you want to get administrative permission and team up with the art department to create some painted murals, that could be an option to consider as well.	<ul style="list-style-type: none"><input type="checkbox"/> Note-taking devices or materials for storyboarding or outlining<input type="checkbox"/> Heavy, high-quality poster paper<input type="checkbox"/> Art supplies and drawing utensils<input type="checkbox"/> Lamination device or packing tape to self-laminate the posters<input type="checkbox"/> Tape to hang the posters