

LESSON AND ACTIVITY EXCERPTED FROM THE TANENBAUM *INTERRELIGIOUS UNDERSTANDING GUIDEBOOK*

# Respecting Each Other

**Lesson Overview:** Students will learn why respect is important while developing their own practical definitions of respect and considering how to reflect these ideas in their behavior.

**Principles for Inclusive Education explored:** Preventing Prejudice, Promoting Social Justice, Teaching All Students

**Time Needed:**  
20 – 40 minutes

**Materials:**  
Markers, Paper, ‘What Does Respect...’ worksheet, ‘Rules of Respect’ worksheet, ‘Respecting Each Other Scenarios’ handout

**Preparation:**  
Make copies of the worksheets for the class.

**Skills Addressed:**  
Listening, Organizing Information, Working in Pairs, Critical Thinking, Cooperative learning, Hands-on, Whole Group Instruction

## **BACKGROUND INFORMATION:**

”Respecting Each Other” can be a great tool in creating a classroom culture of respect and reducing bullying and negative behavior. Use them throughout the year, adding to them or changing them where necessary. Start out your lessons by reminding students of the agreements. Encourage students whenever you see them behaving respectfully and refer to the agreements when students are behaving outside the agreements. Call on them to follow their own agreements or “rules” when you observe discourteous behavior.

**PROCEDURE:**

- **Anticipatory Set/Hook/Do-Now:**

Explain to the students that this week is Respect for All Week. As a class, they are going to look at the best ways to work together in order to promote respect for all members of their classroom and school communities.

- **Discussion – Connect to Prior Knowledge**

*Was there a time today when you felt happy and respected? What made you feel that way?*

- *Younger students* can draw a picture.
- *Older students* can write a journal entry.

After giving students time to finish their work, debrief with a short discussion. Some suggested discussion questions:

- Can you define respect?
- Was there a time today when you were respectful to someone else?
  - How did that make you feel?
  - How did it make the other person feel?

- **Activity – “Defining Respect: What Does It Look Like, Sound Like, Feel Like?:**

*Can you think of some things we might see when someone is respectful? For example, we might see people working together. What else might respect look like?*

Repeat the process for what respect might *sound like* or *feel like*.

(Some examples: Respect *looks like* raised hands, *sounds like* people saying “please,” *feels like* being welcomed.)

Help students brainstorm answers to the question of what respect looks/sounds/feels like. Students can share verbally and/or use the attached worksheet to organize their thoughts. Invite students to share their responses with the group and record their answers. These answers may be used as a starting point for writing classroom rules of respect in the following activity.

- **Mini-Lesson – Writing Your Own “Rules of Respect”:**

Have a copy of the ‘Rules of Respect’ poster in a place where the whole class can see it. Explain to the children that they are going to create a classroom respect agreement by reviewing these rules and adding their own.

After the children have read and discussed the rules on the poster, have the children write some of their own rules. You may need to explain what “an open mind” and “showing consideration” are. Concrete examples and visuals may help the children with these abstract ideas. You can refer to responses from the “Defining Respect” activity to help develop ideas and ground them in practical behaviors. Write down the statements that the children make in their own words. Be specific (for example – “don’t hit” is more specific than “be nice”). Ask the children:

*What kinds of rules will help us to remember to act in a respectful way with our classmates?*

*What are some ways we can be respectful to each other?*

*How can we help ourselves follow these rules?*

Have students sign their names on the poster to indicate that they agree to the rules they've written. Hang the agreement in a prominent place in the classroom. (You may want to laminate the agreement prior to hanging.)

- **Wrap-Up:**

Read out the 'Respecting Each Other' scenarios (included at the end of this lesson). Have students identify which of the scenarios are respectful, which aren't, and why.

- **Extension Ideas:**

Students can create skits demonstrating how they respect each other using either the 'Respecting Each Other' scenarios or a situation from a time in their own lives when they felt respected.

Have the children create acrostic poems with RESPECT spelled out vertically. Have them come up with words connected to the concept of respect that start with each letter in the word. For instance:

.....  
: **R**eady to help  
: **E**mpathy  
: **S**hare with one another  
: **P**artnership  
: **E**verybody Listens  
: **C**aring  
: **T**rust  
.....

Name:

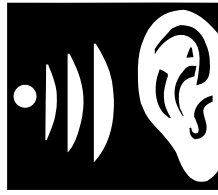
Date:

# What does respect....

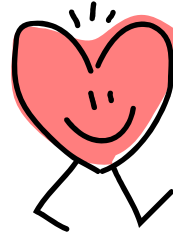
**LOOK LIKE?**



**SOUND LIKE?**



**FEEL LIKE?**



# Rules of Respect

Pay attention when someone else is speaking.

Listen with an open mind.

Show consideration for other people's ideas and opinions.

## Special Agreements for Our Class:

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# Respecting Each Other - Scenarios

Are the following scenarios examples of respectful behavior or disrespectful behavior? Why? If the behavior is disrespectful, what are some respectful things you could do in the situation? If the scenario is respectful, what are some other examples of respectful things you could say?

- Jessica and Alex were shooting baskets on the basketball court after school. Marisol saw them and thought it would be fun to play. She asked them if she could join their game, and Jessica said, “No, I don’t think so. We just wanted it to be the two of us.”
- Tacari and William were waiting in line for lunch. The line was very long, and everyone was hungry. Joe got to lunch late, but he was very hungry, so he took a spot in front of Tacari and William.
- Ms. Abiola asked her class “What can we do to help our planet?” A lot of hands went up, and Susan said, “Recycle!” Then she said, “Oops, I’m sorry I didn’t raise my hand.”
- One day after school Amina decided she wanted to stop for a snack on the way home. She asked her best friend, Billy, if he wanted to come with her. Billy said, “Sure, I’ll come, but I don’t have any money.” When they got to the store, Amina bought him a snack. Billy said, “Thanks a lot!”
- The class was playing a baseball game, and Adam was on first base. When Maria hit the ball, Adam ran to second base, but he tripped over his shoelace and was out. When he got back to the dugout, Sam said, “Way to go, loser. Next time, tie your shoes.”
- James and Thomas were reading each other’s short stories in school. They were asked to give each other comments. James said, “I think you describe your setting really well; I can see where it takes place in my mind.” Thomas said, “The things you have your characters say really keep me interested in your story.”