

TANENBAUM

K-6

# World



# Olympics

Preparing Students for  
a Multicultural  
and  
Multireligious  
World



**Including: The Seven Principles for Inclusive Education**

Grade 4 kids at their Olympic Event @ PS 33, New York, NY

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# Respecting Each Other

## Unit 1, Lesson 1

**Objectives:** Students explore the concept of respect by identifying respectful behaviors and applying them to practice scenarios.

**Skills:** Listening; Organizing Information; Working in Pairs; Critical Thinking; Writing

**Grades:** K-6

### Materials:

- “What does Respect...” Worksheet (included)
- “Respecting Each Other” Poster (included)
- “Respecting Each Other: Scenarios” (included)
- Pictures relating to the Olympics (included)
- Chart Paper, Writing Paper
- Markers, Pencils, Pens

### Preparation:

Make copies of the worksheets for the class. If you cannot make copies of the worksheets, you can make a large poster for group discussion instead.

## **PROCEDURE**

### **Introducing the Olympics Project**

Post a series of pictures that relate to the Olympics (included at the end of this lesson) around the room. You can also bring in additional pictures. Ask students to walk around the room and observe the pictures to guess what the pictures are about. Allow children to discuss their responses with each other and come up with the answer. After students have guessed, explain that the pictures show the Olympics. In order, the pictures show:

1. Modern Sports Stadium
2. Olympic Rings
3. Ancient Olympic Stadium
4. *Olympic Champions 1948-1964* by Judith Baca
5. Artist’s representation of the Ancient Temple of Zeus at Olympia
6. Olympic Torch
7. Olympic Medals
8. Olympic Flag

For more information on the Olympics to answer any questions that may come up during this activity, see Unit 2, Lesson 1: “Introducing the Olympics.”

Explain to students that they will be beginning a new project on the Olympics. Ask students what they know about the Olympics and record their knowledge on chart paper. Explain that at the end of the project, students will put on their own Olympic Games in their class or school. During the Olympic Games, people from all over the world come together in the spirit of goodwill and respect.

Similarly, before beginning this curriculum, it is important to establish a respectful environment in the classroom and school and learn how to work together respectfully.

Students will be doing a series of lessons to help them learn more about each other and respect each other to prepare them for learning about the Olympics.

### **Respecting Each Other**

**Step One:** Ask students: *Was there a time today when you felt happy and respected? What made you feel like that?* Younger students can draw a picture of this time. Older students can write a journal entry. When all the students have finished sharing, ask: *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?* Point out examples that you noticed in class and have students write, draw or act out the situation.

**Step Two:** Using students' answers to these two questions, lead a discussion about what respect looks like (ex- raised hands), what it sounds like (ex- "please") and what respect feels like (ex- welcoming). Younger students can share verbally, while older students can use the worksheet (included with this lesson) to write down their ideas and then have a group discussion.

**Step Three:** Have a copy of the "Respecting Each Other" poster in a place where the whole class can see it. Have the children read and discuss the agreements on the poster. Concrete examples and visuals may help the children with these abstract ideas. Have the children write some of their own agreements.

Write down the statements that the children make in their own words. Be specific (for example – "don't hit" instead of "be nice"). Finally, lead a discussion about why these agreements are important. Ask the children: *"Why do we have these agreements? How can we help ourselves follow these?"* Have students sign their names on the poster to indicate that they agree to them.




**The Agreements of Respect 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.**

**Step Four:** Read out the "Respecting Each Other Scenarios" (included at the end of this lesson). Have students role play the scenarios to identify which of the scenarios are respectful, which aren't and why. Then have students brainstorm some other respectful things they can say in a situation like the scenario. Finally, have students role play the scenarios again, this time with examples of respectful responses that they identified earlier. With older grades, you can even have the children come up with their own respectful scenarios to enact.

**Step Five:** 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

# What Does Respect...

 A red square icon containing a stylized white eye with black outlines and eyelashes.	 A black square icon containing a white ear and sound waves.	 A red heart icon with a smiling face and stick-figure legs.
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## Respecting Each Other: Scenarios

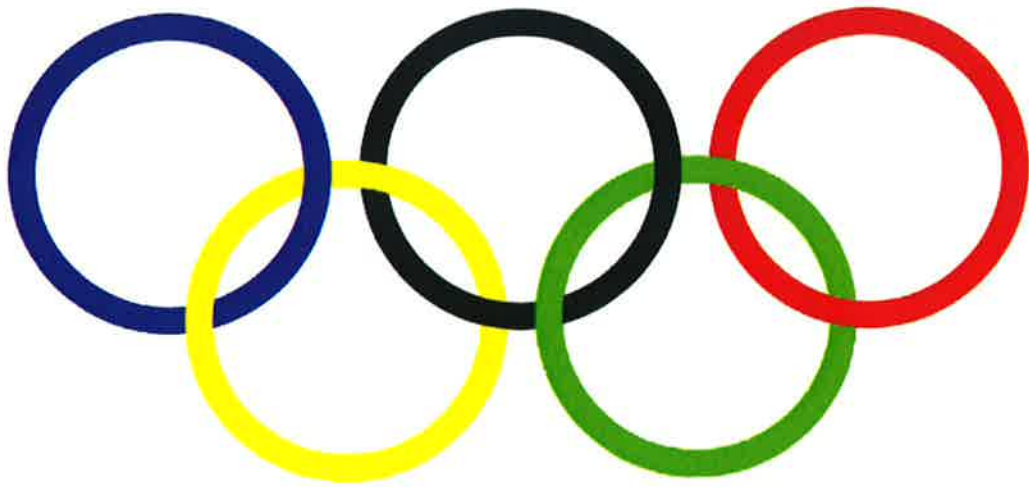
- Jessica and Marisol were shooting baskets on the basketball court after school. Alex saw them and thought it would be fun to play. She asked them if she could join their game, and Jessica said “No, I don’t think so. We just wanted it to be the two of us.”
- Tacari and William were waiting in line for lunch. The line was very long, and everyone was hungry. Joe got to lunch late and he was very hungry, so he took a spot in front on Tacari and William.
- Mrs. Abiola asked her class “What can we do to help our planet?” A lot of hands went up in the air, 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, too. Billy said, “Thanks a lot!”
- The class was playing a baseball game, and Rashad was on first base. When Maria hit the ball, Rashad ran to second base, but he tripped over his shoelace and was out. When he got back to the dugout, Thomas said, “Way to go dummy. Next time, tie your shoes.”
- Eduardo and Yunjin were reading each others’ short stories in school. They were asked to give each other comments. Eduardo said, “I think you describe your setting really well; I can see where it takes place in my mind.” Yunjin said, “The things you have your characters say really keeps me interested in your story.”

Picture #1





**Picture #2**



Picture #3



Picture #4



Picture #5



Picture #6



Picture #7



**Picture #8**

