

Show Some Respect

Appreciating the qualities, abilities, and interests of others helps to develop a sense of social awareness. This social awareness becomes the foundation for one's ability to respect other people and their individual differences.

SEL COMPETENCY

Social Awareness

SKILLS empathy, respect for others, perspective-taking, appreciating diversity

MATERIALS

- ✓ Discovering Projectable 3.2.1
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Paper plates

CLASSROOM CONFIGURATION

- ① pairs/whole class ② whole class
- ③ pairs ④ individuals

OBJECTIVES

Students will

- ✓ identify reasons for treating others in respectful ways;
- ✓ acknowledge qualities, abilities, interests, and actions of each classmate through "clear and cloudy" statements of appreciation.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.6.1 W 3.a

1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

Tell students that today's lesson is about showing respect for others. Have pairs make a short list of words that they think of when they hear the word *respect*. Then display **Projectable 3.2.1**. Read the synonyms for respect on the word web and then ask volunteers to share words from their lists. Write new words on the projectable to expand the word web.



ASK: *What does respect mean? What do you think these words have in common with the word respect?*

Why do you think it is important to show respect for ourselves and others?

Guide students to understand that words such as *appreciation*, *dignity*, *equity*, *consideration*, and *honor* all have to do with how one person treats another. Have students raise their hands if they want to learn how to show respect for themselves and others.

2 CONNECTING

10 MINUTES

INSTRUCTION

Have students think of ways they can show respect for themselves, which includes taking care of themselves and others. Emphasize that respect begins with self-respect. Invite volunteers to share their thoughts.

ASK: *What are some ways we can show respect for ourselves? For others?*

Introduce clear and cloudy statements of appreciation

Explain that expressing appreciation for the things that others have done or can do is one way of showing respect.

SAY: *Showing appreciation for the qualities, abilities, and interests of other people tells them that you respect them for who they are.*

Point out that there are a lot of ways to show appreciation. Examples include words, a smile, or a pat on the back. Tell students that the important thing is to make sure that their expression of appreciation is clear, not cloudy. Share the following information about clear and cloudy statements of appreciation with students:

CLOUDY STATEMENTS OF APPRECIATION

- can mean a lot of different things.
 - are unclear.
- Example:** You did a good job.

CLEAR STATEMENTS OF APPRECIATION

- are specific.
 - have meaning.
- Example:** I appreciated the way you helped all the group members be successful.

SKILLS Progression



LAST YEAR, students practice the skills necessary for building and maintaining friendships.



THIS YEAR, students learn to acknowledge qualities, abilities, interests, and actions through "clear" and "cloudy" statements.



NEXT YEAR, students will distinguish between put-downs and buildups.

Community Connection

Explain to students that while it is important to appreciate those closest to them such as family members, friends, and adults at school, it is also important to appreciate those people they may never meet, but who work for a better and safer community. Have students use the library or the Internet to research people they admire in their community such as the mayor or fire chief. Once they find a person to research, have them write at least three clear statements of appreciation about that person, making a connection between the person's work and how his or her work positively affects everyone in the community.

Family Connection

Have students ask a family member if he or she would like to learn about making clear appreciation statements. After explaining the difference between clear and cloudy statements of appreciation, students ask the family member to give them cloudy appreciation statements. Students then practice turning the cloudy statements into clear statements of appreciation. Then students can reverse roles with their family member. Send home the Family Connection take-home worksheet called **Clear Appreciation**.

Applying Across the Curriculum

LANGUAGE ARTS Have students write a paragraph or two that creatively addresses what respect looks like, what it sounds like, and what it feels like from the writer's perspective in both individual friendships, but also in groups. Challenge students to use alliteration, onomatopoeic words, and similes when expressing how respect looks, sounds, and feels.

SOCIAL STUDIES Have students research a famous person, such as Martin Luther King, Jr. or Gandhi. Then have them write a short report explaining how they applied the practice of respecting others in their work. Have students share their reports with the class.

Model showing respect by appreciating others

Provide students with additional examples of clear and cloudy statements. Use the following examples and add some that would be helpful to your specific classroom:

Cloudy statements of appreciation	Clear statements of appreciation
Thanks. You're okay.	Thanks for helping me find my coat. You're really contributing a lot to our group.

Then use a think aloud to show students how to show respect by expressing appreciation for the qualities, abilities, and interests of others.

SAY: *I want my best friend to know that I really appreciate her, but I'm not sure how to express my appreciation. I could just tell her she's great, but that's not very clear. It could mean a lot of different things. It could mean she's a great soccer player, or it could mean that she's really friendly. It doesn't tell her what she means to me. To do that, I need to include specific details that have meaning. If I tell her that I appreciate her because she's a good listener and because she has a good sense of humor that makes her fun to be around, then she'll realize that I really appreciate her for who she is.*

Check for understanding by asking the whole group the following question:

ASK: *What else could you say to express appreciation for a friend's qualities, abilities, or interests?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the Pat on the Back activity

Explain that students will work in pairs to practice showing appreciation for each other by writing statements of appreciation to each other. Tell students that they will write their names on a paper plate and draw an outline of their hands. Then invite them to write positive “pats on the back” in their partners’ handprints.

Students practice showing appreciation

Use a creative grouping strategy. Have students write one thing they appreciate about their partner on the paper plates. Remind them about the importance of using clear and positive statements. If students have questions, encourage them to ask before writing. Give examples of qualities, abilities, and interests that students could appreciate about someone such as the following:

- something special they've done
- a project they've helped with
- an idea they've contributed

As students practice, circulate to ensure that they are writing statements that are positive and affirming. Provide guidance as needed for turning cloudy statements into clear statements. When students are finished, invite them to tape their collections of statements on their backs. When the activity is finished, have students keep their plates and read them when they want to be reminded of how others appreciate them. If time permits, have students seek “pats” from other students. Remember, this activity can be used again as relevant opportunities come up that warrant showing appreciation.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What is the difference between clear and cloudy statements of appreciation?
So what?	What did you learn about using clear statements of appreciation to show respect? Why do you think it is important to show respect for others?
Now what?	How will you use clear statements of appreciation to show respect for yourself?

4 APPLYING 5 MINUTES

Have students complete the Applying page in their Student Journal to develop the understanding that respecting their own qualities, abilities, and interests is an important part of being able to respect others. Invite students to pay attention to the statements of appreciation that they make as they interact with friends, family, and staff and to determine if the statements are clear or cloudy. Encourage them to rephrase their cloudy statements as clear statements of appreciation.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Monitor students as they practice. Take note of how well they use clear statements of appreciation about their partners.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying in the Student Journals to assess how well students understand how to write clear appreciation statements about themselves. Remember to give positive feedback to the skill they learned instead of simply making adjustments when they have not learned it.

Reflecting Resource: Student Journal p. 32

Applying Resource: Student Journal p. 33

BUILDING SKILLS BEYOND THE LESSON

Picture It!

PRACTICING Reinforce the development of clear statements of appreciation by having students create a collage depicting the qualities they want to express as clear statements of appreciation. If a student can run a fast mile, play the violin, and loves reading comic books, his or her collage might include a picture of an Olympic runner crossing the finish line, a music staff with notes to a song, and his or her favorite comic book characters such as the Fantastic 4.

Act It Out!

APPLYING To reinforce the development of clear statements of appreciation about themselves, have students play a game of charades in which they act out qualities that they appreciate about themselves. A student who enjoys dancing might perform a short dance if he or she is comfortable doing so. Or an aspiring guitarist might demonstrate a shredding air guitar solo. Encourage students to also express other qualities they appreciate about themselves. For example, if they feel as though they are good listeners, they might act out effective listening skills.

REINFORCEMENT

Visualize It!

CONNECTING To help students visualize the difference between clear and cloudy statements, use a visual aid such as a photo of a cloudy day or a glass of dirty water. Then have them explain how the glasses of water are like statements of appreciation.

Brainstorm!

PRACTICING To help students develop clear appreciation statements about their classmates, have small groups first brainstorm a general list of accomplishments. Example: Speaking in front of the class for the first time is a personal achievement. Then have pairs brainstorm ways the general statements can be turned into clear statements of appreciation. Example: You did a great job of maintaining eye contact with your audience.

ENRICHMENT