

Build Up Respect

Understanding the impact of one's words and actions is a big step toward developing social awareness. Social awareness is the foundation for an individual's ability to respect others.

SEL COMPETENCY

Social Awareness

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

MATERIALS

- ✓ Discovering Projectable 3.2.1
- ✓ Connecting Projectable 3.2.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Butcher paper, building blocks

CLASSROOM CONFIGURATION

- ① whole class ② whole class
- ③ small groups ④ individuals

OBJECTIVES

Students will

- ✓ describe differences between statements and actions that tear people down and those that build people up;
- ✓ explain the effects of put-downs and buildups in showing respect for others.

★ **COMMON CORE CONNECTION**

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.7.1

SKILLS Progression

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

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

NEXT YEAR, students will practice examining intent and impact of communication by doing the multiple meanings activity.

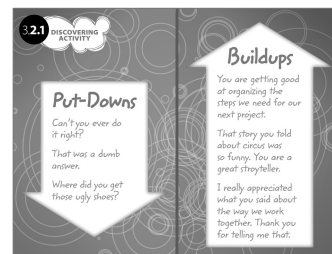
1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

State that today's lesson is about respecting others. Show **Discovering Projectable 3.2.1**. Read the examples of put-downs aloud while students follow along silently. Invite students to think about a time when someone made a statement that put them down. Next read the examples of buildups aloud while students follow along silently. Invite students to think about a time when someone made a statement that built them up.



ASK: *How did it feel to be put down? How did it feel to be built up? What do you think is the difference between a statement that puts someone down and one that builds someone up?*

Acknowledge that put-downs make people feel badly about themselves while buildups make them feel good about themselves.

2 CONNECTING

10 MINUTES

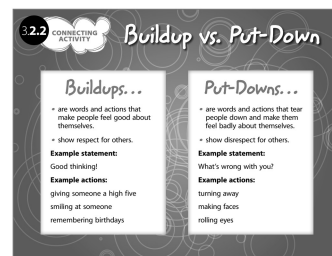
INSTRUCTION

Ask students to identify statements and actions that build up others. Invite students to add their own suggestions to those on **Projectable 3.2.1**.

ASK: *What statements and actions can someone say and do to build up another person?*

Introduce the impact of buildups and put-downs

Explain that things a person says and does have an effect on the people around them. Tell students that statements and actions have the power to make others feel good or make others feel badly. Buildup statements support self-confidence and self-efficacy as well as good feelings. Put-down statements diminish students' view of themselves and thwart their ability to bring their gifts and talents forward and learn at their best. Display the Buildup vs. Put-Down projectable (**Connecting Projectable 3.2.2**) and share the following information about put-downs and buildups with students:

**Put-Downs**

- are words and actions that tear people down and make them feel badly about themselves.
- show disrespect for others.

Example statement: What's wrong with you?!

Example actions: turning away, making faces, rolling eyes

Community Connection

Have students read or watch the local news and identify a person who may be in need of a buildup statement or action. Have students present one buildup statement that they would say to the person and one buildup action they would do. Explain to students that the recipient of the students' statements and actions can be related to a positive news event or a negative news event. Students then look for opportunities to present buildup statements to people they know who could benefit from them.

Family Connection

Have students ask a family member if he or she would like to learn how to use buildup statements or actions. After explaining about the importance of using buildup statements and actions, have the student give the family member a buildup statement. Students then look for opportunities to present buildup statements to people they know who could benefit from them. The family member can tell the student how he or she felt when receiving the buildup. Send home the Family Connection take-home worksheet called **Let's Build Up Respect!**

Applying Across the Curriculum

LANGUAGE ARTS Have students write a poem about buildup statements and actions. Get them started with an example such as: "I used to hold back with my compliments, but now I tell my friends what I appreciate." Invite students to write their poems on colorful paper or to use other forms of art to illustrate their work. Ask student volunteers to hang their art in the classroom. As an alternative, students can choose to write a buildup poem about one of their classmates or a family member.

SOCIAL STUDIES Have students imagine a favorite historical figure before that person became famous. Have students imagine that they are having a conversation with their historical figure. Invite students to write three buildup statements that would be inspirational to the historical figure. Have volunteers share their work with the class, explaining why their buildups would be inspirational to the individuals they selected.

Buildups

- are words and actions that make people feel good about themselves.
- show respect for others.

Example statement: You came up with that idea fast! Good thinking!

Example actions: giving someone a high five, smiling at someone, remembering birthdays

KEEP IN MIND Different cultures have gestures and statements they consider positive or negative. For example, looking away is a sign of respect in some cultures and a sign of rejection in others.

Model choosing buildups over put-downs

To highlight the decision to choose buildups over put-downs, model getting rid of put-downs.

SAY: *Put-downs make people feel badly and they are disrespectful. I'm going to get rid of them.*

Write a put-down statement on an index card. Read the statement to the class and then drop the card into a wastebasket with a flourish.

ASK: *Why is it important to throw away this put-down statement?*

Next model choosing buildups.

SAY: *Buildups make people feel good, build their self-confidence, and reveal their gifts and talents. I choose buildups!*

Ask volunteers to share the buildups they thought of. Write a few of their buildups on the board. Draw circles or curlicues around the buildups to emphasize the decision to choose buildups over put-downs.

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

ASK: *What do you think is the impact of put-downs? of buildups?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the Buildup Board activity

Inform students that they are going to work in small groups to create a Buildup Board with words and drawings that demonstrate respect. Have students assign group roles and explain that Reporters in each group will take turns presenting buildups to the whole class and will then add them to the Buildup Board.

TIP Be prepared with an example for the Buildup Board. Example: Show students a drawing of an ear with the statement: You are an excellent listener!

Students practice creating buildups

Hang two sheets of butcher paper in the classroom. Use a creative grouping strategy to organize students into small groups. Allow several minutes for groups to create their buildups. Then have the reporters in each group take turns presenting one buildup at a time. Tell groups not to repeat the buildups that have already been added to the Buildup Board. Reporters from each group should take turns until all of the buildups have been presented.

As students create their buildups, walk around the room monitoring their understanding of buildups and providing constructive and positive feedback.

Reflecting

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

What?	What did you experience today with put-downs and buildups?
So what?	What did you learn from creating buildup statements and actions? How does it feel to be built up? How does it feel to give buildups?
Now what?	How will you use buildup statements and actions in your relationships with your friends, family, teachers, and classmates?

4 APPLYING 5 MINUTES

Invite students to practice using buildup statements and actions with family, friends, and staff, paying attention to how others respond to their buildup statements and actions. Then have students complete the Applying page in their Student Journal. In the next lesson, invite volunteers to share their experiences with using buildup statements and actions.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Monitor students as they practice; take note of how well they use buildup statements and actions. Review their answers to the Reflecting questions in the Student Journals to determine how well they understand the impact of put-downs and buildups. Record incidents of students using buildup statements in the classroom as part of their shared agreements and daily classroom practices.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying in the Student Journals to assess how well students use buildup statements and actions beyond the classroom.

Reflecting Resource: Student Journal p. 31

Applying Resource: Student Journal p. 32

BUILDING SKILLS BEYOND THE LESSON

Build It Up!

PRACTICING Reinforce the concept of buildup statements and actions with blocks or other construction toys. Have students work in pairs and say their buildup statements as they use the toys to build something. Consider having the students knock down the structure as a metaphor for what happens with put-down statements and then describe what it takes to build something back up again.

Create It!

APPLYING Reinforce the use of buildup statements beyond the classroom by having students create a greeting card for a person who might need encouragement. Students can create an illustration and a verse for the card using a buildup statement. Example: A greeting card for a friend who is competing in a spelling competition could be a picture of the friend with a sash that says "#1 Speller."

REINFORCEMENT

Write It!

PRACTICING Have students write letters including buildup statements to acknowledge the contributions of veterans or other community groups. Some buildup statements to a veteran of the armed services could include the following: Thank you for being so brave and protecting our country; Your actions in the military are inspiring; You are someone everyone can look up to. Encourage students to consider as many community members as they can to build up.

Create It!

APPLYING Have small groups create a bulletin board display using buildup statements to acknowledge an important person in the school or community. If time permits ask a construction worker, perhaps someone who happens to be working nearby or a family member of one of the students to come in and tell about his work. Present him with the put up display they have created.

ENRICHMENT