

Recognizing Respect

This lesson helps students recognize that we don't always see respect modeled for us in the media, online, or in popular culture. Students will work together to identify respectful and disrespectful behavior, and then articulate where they see respect, where they do not, and how they could make more respectful choices. The focus is partly on respecting others but also is an introduction to respecting places and things.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

25-30 minutes

Required Materials

❑ You Be the Judge Worksheet (see below)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Review the term respect.
- Identify respectful and disrespectful behavior.
- Articulate respectful solutions to problems.

Teacher Connection/Self-Care

Reach out to another teacher that you may struggle with - check in to see how they are doing this week. Respect starts with YOU.

Tips for Diverse Learners

- Use more culturally diverse images or images from the local community to help reinforce the concepts (if the images provided will not resonate with students)
- Modify the group work if small groups are ineffective for your students
- Provide specific presentation tips if students struggle with talking in front of other students



Share

3-5 minutes

Invite students to share something they have done so far today to respect (show kindness to) themselves or to take care of themselves? You may need to model this for students.

When finished, remind students that if we don't care for and respect ourselves, it is difficult to care for and respect others.



Inspire

10-15 minutes

Review definition of **respect** - see if students know it by now. *Treating people, places, and things with kindness.*

It is easy to think about respecting ourselves or other people. It might be harder to imagine how we respect places and things. Invite students to discuss what it means to respect a place or respect things. You could keep it local to the school environment, the classroom, or the items in your classroom.



Empower

15-20 minutes (flexible)

Print and hand out the “You Be the Judge” worksheet below. This activity will invite students to work in small groups to decide if the people involved are showing respect or not. If they are, explain how on the worksheet. If they are not, what is going wrong and what should be changed to make it more respectful?

After 7-10 minutes, invite groups to share their ideas with the larger group; this activity can take as long or as short as you want (maybe each group shares just one of their observations or they share all of them).



Reflect

5 minutes

Sometimes we don't always see respect modeled on TV, in the news, on social media. It is important that we value other people even if they have different beliefs, cultures, opinions, or backgrounds than we do. It is also important that we think before we do or say something.

Today, think about ways that we can show respect to people, places, and things.



Extension Ideas

- Invite students to sit down with parents/guardians and look through the literature, magazines, or even digital content they regularly consume at home (Facebook, Twitter, TV), and spend even five minutes evaluating the level of respect (or disrespect) they see. Have them document what they observe and discuss how these subtle messages might influence how they act and respect (or disrespect) each other at home!



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AS A RECOMMENDED
PROGRAM FOR SOCIAL
AND EMOTIONAL
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

You Be the Judge

Decide if the images shown depict people showing respect for one another or disrespect. If respect, explain why. If disrespect, decide as a group how you would instruct these people to treat each other with more respect.



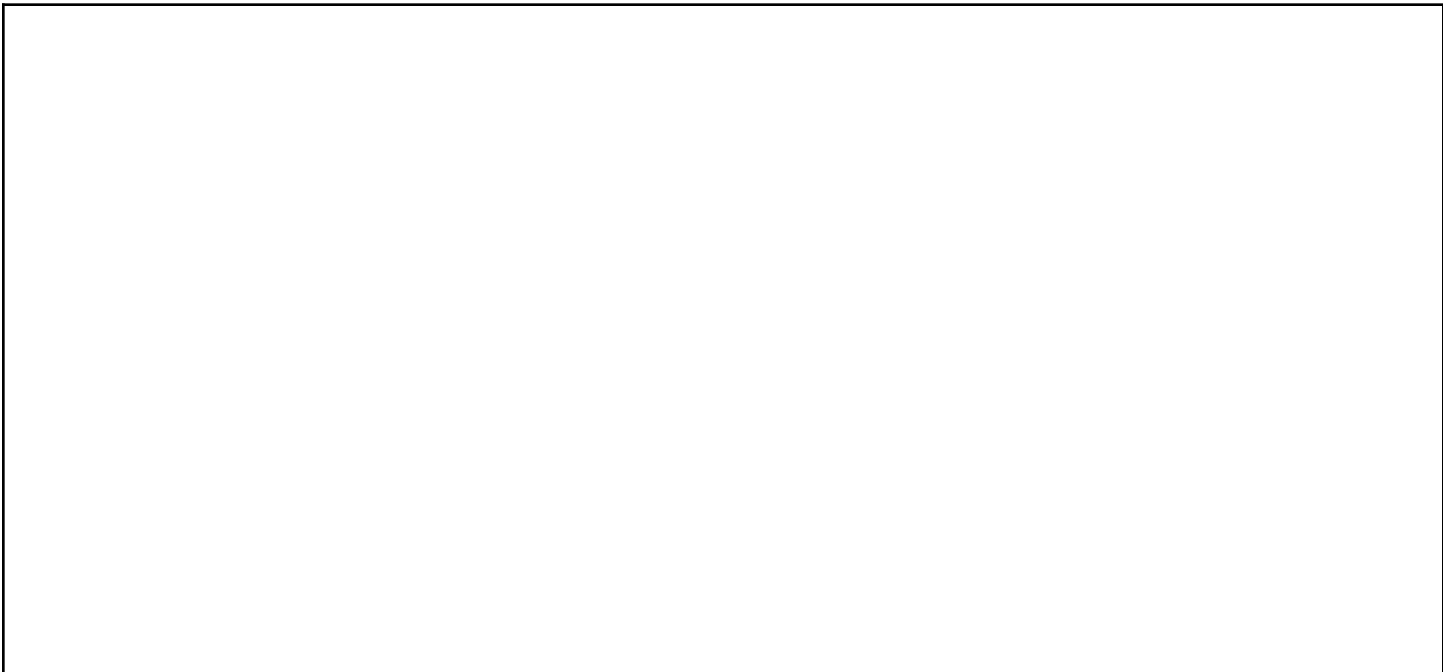
(Source: <https://www.npr.org/sections/thetorch/2018/02/19/586962668/rivals-japan-south-korea-face-off-at-olympics-amid-chilly-ties>)

This image shows two women speed skaters in the 2018 Winter Olympics; the Japanese skater took first in the 500 meter event while the South Korean skater, her rival, took second. The South Korean skater was upset to have lost by such a narrow margin - less than a half a second! **Does this picture show respect for people, places, things? Why or why not?**



(Source:
<https://www.foxsports.com/stories/soccer/police-made-27-arrests-in-chaos-at-copa-america-final-including-colombian-soccer-officials-son>)

This image shows soccer fans breaking into the 2024 Copa America final in Miami. People tried to get into the game without tickets, created a stampede, caused injuries, and many people were arrested and ejected. **Does this picture show respect for people, places, things? Why or why not?**





(Source: <http://www.coastalvirginiamaq.com/November-December-2017/Right-Side-Political-Debates-In-Media/>)

This cartoon image depicts how politically-charged rallies and protests look in American culture. **Does this picture show respect for people, places, things? Why or why not?**



(Source: <https://pixabay.com/photos/bin-overflowing-rubbish-garbage-4665444/>)

This picture shows garbage flowing out of a trash bin in a park. **Does this picture show respect for people, places, things? Why or why not?**