**Respect Chapter Overview**

**Lesson Use Guidance**: Respect is defined as demonstrating high regard for someone or something; treating yourself and others in a way that shows concern and support.

* If using in a **proactive or classroom setting** (advisory, character education, etc.), the following sequences are advised. Note that these are note the only iterations, and any lesson can be pulled individually to use with a group of students or an individual student.
  + Potential Sequences:
    - Lessons A à B
    - Lessons A à B à C à D
    - Lessons A à B à C à D à E à F
    - Lessons A à C (or D or E)
  + Lesson A builds a common definition of respect, so it can be a useful starting point, but it’s not necessary to begin there.
* If using in a **responsive setting** (Dean’s office, to respond to a specific student behavior), pull the lesson with the overview that best fits the behavior you want students to reflect on.

**Lesson Overview:**

|  |  |
| --- | --- |
| **Lesson Name** | **Brief Summary & Notes** |
| 1. **What is Respect** | **Lesson Type:** Knowledge Building  **Objective**: To define respect and identify what respect looks like in different scenarios.  **Summary**: This lesson asks students to propose a definition of respect and then to jot some ideas of how they might show respect to a specific person, a community, and then a physical space. Students then expand their understanding of respect by considering how respect impacts empathy and vice versa. |
| **Notes:**   * For time, you might choose to cut p. 3 or complete it on a different day.   **Potential Discussion questions, if using in a classroom setting:**   * Q3, p. 2: Below, jot some ideas about how you might show respect in each specific situation. Try to be as specific as possible.   + Respecting a specific person (perhaps a family member, a peer, a teacher)   + Showing respect to a school community   + Respecting a physical space (perhaps your school building or home) * Q6, p. 4: Here's 'The Golden Rule' that we teach young children— **treat others as you want to be treated**.   + We might think of it as simplistic, but how does it reflect the definition of respect?   + How does the Golden Rule support the connection between respect and empathy? Why might adults do well to remember this teaching from their childhood? |
| 1. **Quotes About Respect** | **Lesson Type:** Reflection on Personal Experience  **Objective**: Explore some perspectives on respect and determine whether they align with your own views.  **Summary**: This lesson includes four quotes from celebrities/influential figures about respect and asks students to (1) paraphrase those quotes and (2) reflect on how those quotes resonate with them. |
| **Notes**:   * You may choose to split this lesson up and only have students interact with some of the quotes (perhaps two in one lesson, two in a later lesson).   **Potential Discussion Questions**:   * Choose one of the quotes you asked students to interact with. Some suggestions:   + Ask students to compare their paraphrased quote with a partner (e.g., “Share your paraphrasing of Bono’s quote with your partner. If your partner wrote something you appreciated or liked, add it to your own paper.”)   + Poll the room for who disagreed vs agreed with the quote (e.g., “Raise your hand if you agreed with Jackie Robinson’s quote” or “1 finger in the air if you agree with Pink’s quote, 2 fingers if you agreed with part of it, and 3 if you disagreed with it.”). Use data to call on students (e.g., “Beth, I saw that you partially agreed, tell us about that.”) |
| 1. **Respecting Others** | **Lesson Type: Reflection / Action Planning**    **Objective**: Evaluate various scenarios and consider how to respond in a way that respects others.  **Summary:** In this lesson, students read various scenarios where someone has acted seemingly disrespectfully to another person in some way. Students are asked to (1) identify where there is a lack of respect and (2) propose how the situation can be rectified. An example is done for students. |
| **Notes:**   * You might choose to narrow the focus of the lesson to two scenarios (or use two in one session and two in another). * If your student(s) have been struggling with a specific situation, you might describe that and ask them to respond.   **Potential Discussion questions:**   * Choose one of the scenarios to discuss as a class after students have had a chance to complete it independently:   + “Let’s look at Scenario 1 together. Where do you see a lack of respect?” Chart some of the ideas on the board or write them under your document camera.   + “How might Shenice rectify this situation?” Chart those ideas as well. |
| 1. **Respecting Communities** | **Lesson Type: Reflection / Action Planning**    **Objective**: Evaluate various scenarios and consider how to respond in a way that respects a community.  **Summary:** In this lesson, students read various scenarios where someone has acted seemingly disrespectfully to a specific community (their peers in math class, a rival cheerleading team, a presentation group) in some way. Students are asked to (1) identify where there is a lack of respect and (2) propose how the situation can be rectified. An example is done for students. |
| **Notes:**   * You might choose to narrow the focus of the lesson to one or two of the scenarios. * This lesson only includes three scenarios; you might consider swapping out a scenario or adding another to reflect more sensitive content, depending on your comfort with facilitation, the students you are working with, and specific challenges that your school community (or the student you’re working with) has faced. Here are some examples we chose to keep out of the lesson because of the sensitive nature of the content:   + A scenario that deals with houselessness; for example: several friends walk past a group of unhoused persons who have set up tents outside of one of the resource centers in town. Angela yells at the people she sees, deriding them for a ‘lack of hygiene.’   + A scenario where an offensive comment is made about a community that is not present; for example: after a game, the lacrosse team is in the locker room, changing and gathering their things. Several of the boys on the team begin talking about a party later and how excited they are to see some of the girls who attended the game. They make several misogynistic comments.   + A scenario about a religious group: A youth group has set up a car wash a few blocks away from school. They have created signs to announce the event, and many of the youth group members stand outside on the sidewalk, waving to passersby. A car full of teenagers drive by, honking at the youth group, and several of the teenagers lean out of windows calling the youth group members names or making offensive remarks about their religious affiliation.   **Potential Discussion questions:**   * Choose one of the scenarios to discuss as a class after students have had a chance to complete it independently:   + “Let’s look at Scenario 1 together. Where do you see a lack of respect?” Chart some of the ideas on the board or write them under your document camera.   + “How might Isabella rectify this situation?” Chart those ideas as well. * Question 4, p. 4: Now that you’ve considered a few scenarios in which someone shows a lack of respect for a community, have your answers to these questions changed? Explain why or why not. The questions are: “How is respecting a community similar to or different from respecting an individual? Why might it be important to respect communities in the same way it is important to respect people?” |
| 1. **Respecting Places and Objects** | **Lesson Type: Reflection / Action Planning**    **Objective**: Evaluate various scenarios and consider how to respond in a way that respects a place or object.  **Summary:** In this lesson, students read various scenarios where someone has acted seemingly disrespectfully to a specific place or object (ripping down other students’ work displayed in the hall, leaving litter in a community park, spray painting a wall of the school building). Students are asked to (1) identify where there is a lack of respect and (2) propose how the situation can be rectified. An example is done for students. |
| **Notes**:   * As mentioned for Lessons C and D, if there is a specific challenge a student or group of students is having with respecting an object or place, you might choose to substitute a description of that for one of our scenarios. * You might choose to narrow the focus of the lesson to two scenarios (or use two in one session and two in another).   **Potential Discussion Questions**:   * Q1-2, p.1:   + In the Girl Scouts, a commonly shared mantra is, “A Girl Scout always leaves a place better than she found it.” How does this relate to the definition of respect? To what extent do you agree with this statement? Explain.   + We understand why it’s important to respect other people or groups. What about objects? People often respect non-human objects like flags, religious texts, or buildings, family heirlooms, museum exhibits. Do they deserve the same respect as people? Why or why not? * Choose one of the scenarios to discuss as a class after students have had a chance to complete it independently. * Q3, p. 5:Read the statement below: *Showing respect for a place or an object is important because of what they signify to people and communities.*    + To what extent do you agree with the statement above? Explain and try to use at least one specific example in your response. |
| 1. **Showing Respect Even When It’s Hard** | **Lesson Type: Reflection / Action Planning**    **Objective**: Evaluate and respond to situations in whichit might be challenging to show respect to someone else.  **Summary:** Students read a situation where a college student felt disrespected by her professor and receive advice on why it might be important to still show respect to them. They then consider some situations where they think it’s been difficult to be respectful. |
| **Potential Discussion Questions**:   * Q1, p.1: What about the story above strikes you? Do you think the Biology 201 professor was disrespectful to Emma and her classmates? How did Emma support herself in still showing respect for her professor? * Q2, p. 2: Why do you think some people are disrespectful to others? Respect is a commonly-cited cultural and community norm, but some people still knowingly disrespect others. What do you think might be happening there? * Q3 part a, p. 2, Consider Emma’s guidance, “My parents also always taught me that the respect you give someone else reflects your character, not theirs.” To what extent do you agree with this statement? Explain. |