

RESPECT

Classroom Activities:



Grades K - 6

1. What does it mean to treat other people with respect? Have your class brainstorm a list of do's and don'ts for treating people with respect. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.
2. Make a class contract in which the kids lay out a set of rules for having a respectful classroom. What will be the penalties for violating the rules?
3. Brainstorm ways to make your school environment more respectful. Create a list of recommendations, and place them in your school newspaper or on a poster.
4. Have the kids role play or use puppets to act out the following situation: Four good friends are planning to spend a day at an amusement park. Two of them want to invite another kid who's new in school. The other two don't want to include this person because he/she is different in some way (different race, a "nerd," from a foreign country, etc.). After the role play have a class discussion. Then, have four others do another role play changing what it is that's different about the new kid. Repeat this process changing the difference each time.
5. Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations.
6. Watch a movie or TV show and write about how the characters treated each other. In what ways were they respectful or disrespectful? Give some specific examples.
7. Write about an experience you had with bullying. Were you the bully? Were you the victim. Were you just watching? What happened and how did it make you feel?
8. Are kids ever picked on at your school? What do they get picked on about (height, weight, appearance, disability, accent, skin color, etc.)? Exactly how are they picked on? How do you think these kids feel about this? How do you feel about it?
9. In what ways do you treat people with respect? Are there any ways in which you don't?
10. Write a letter to an imaginary bully, telling this person what he or she is doing that you don't like, why you don't like it, and how you want this person to behave instead.

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Classroom Activities continued.....

Grades 7 - 12

1. Conduct a survey in your school or community, asking questions like these. Do you think people are respectful enough? What are some disrespectful acts that really annoy you? What are some respectful acts that you especially appreciate? Compile the results into a report.
2. Brainstorm ways to make your school environment more respectful. Create a list of recommendations and place them in your school newspaper or on a poster.
3. Divide the class into small groups. Have each group develop a list of do's and don'ts for being a respectful person. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines. What happens when they don't. In what ways does respectful and disrespectful behavior affect our community and society?
4. Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations. Using the articles as evidence, tell the class about the consequences of disrespectful and respectful behaviors.
5. Role play some typical situations in which disrespectful behavior leads to hostility and maybe even violence. Then, change one of the disrespectful actions into one of respect and see how the outcome changes.
6. How does government "of, by, and for the people" depend on respect? Write an essay connecting the concepts of democracy and respect. How is listening to different points of view a sign of respect and a cornerstone of democracy? What is it about the concept of democracy that relies upon mutual respect among people? How is the very concept of democracy related to respect for the individual?
7. Watch a sitcom on television, and then write about how the actions of the characters demonstrated either respectful or disrespectful behavior.
8. Bullies are often trying to make people "respect" them. Is this really respect, or is it fear? What is the difference? How is bullying and violent behavior an act of disrespect?
9. Write about a time when you were disrespectful to someone. Why did it happen? Was it the right thing to do? What were the consequences? How did it make the other person feel? What did you learn from the experience?
10. Describe three things you could do to be a more respectful person. How would that affect your relationships with others? How does it benefit you to be a respectful person?

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Quotes for Character Education Skills

These quotes related to our AISD Touchstone of character skills can be used in a variety of ways by the entire campus and in classrooms. The quotes are designed to be used as practical, applicable, and easily modified enhancements to your Character Education plan. They can be used to help you plan a variety of activities that reinforce the character skills in many ways. Remember, effective character education is not a program or an initiative, but rather the continuous and deliberate process and practice of teaching, modeling, and reinforcing these skills to enable each of our students to reach their full potential by putting forth their maximum effort to succeed.

Here are some specific suggestions for using these quotes:

- Read or have students read a quote each day as part of the announcements for the skill you are teaching.
- For our younger students, paraphrase the quotes so they can understand the meaning.
- Make bulletin boards featuring the character skill of the month.
- Use the quotes as banners, posters, coloring sheets, bumper stickers, and/or computer screensavers.
- Print quotes in the newsletters and in communications to parents.
- Post the quotes on the school web site and on the school marquee.
- Have students compose their own character quotes, songs, raps, bumper stickers, poems, etc.
- Use character quotes for student writing prompts and/or journal writings.
- Use the quotes for classroom discussion.
- Have students create their own classroom/campus character pledge.
- Create a Character Quote mural or collage by having students do drawings or bring pictures from magazines that illustrate the quotes.
- Have students create a character message or story using several of the quotes.
- Have students do a report on the people quoted in the character quotes and explain what character skills these people demonstrated in their lives.
- Ask students to bring in songs that are related to the specific character skills in the quotes and play the songs along with the quote.

Remember, "People of character are the conscience of society." Ralph Waldo Emerson

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2005-2006

August-September

- "Respect is the moral conscience of the great." *Anonymous*
- "Respect is the thread that weaves throughout all human encounters." *Anonymous*
- "Treat men greatly and they will show themselves to be great." *Anonymous*
- "Respect yourself, if you would have others respect you." *Baltassi Gracian*
- "Respect for oneself and others is the precondition of any ethical action." *Oscar Arias*
- "Do right. Do the best you can. Treat others the way you would want to be treated." *Lou Holtz*
- "Respect and honor are the best memorial for a mighty man." *Beowulf*
- "Respect is the ultimate compliment." *Anonymous*
- "Respect is purchased by the deeds we do." *Christopher Marlowe*
- "I would rather a man ask why no statue has been erected in my honor, than why one has." *Marcos Cato*
- "It is better to be hated for what you are than to be loved for what you are not." *Andre Gide*
- "Respect does not come from possessing honors but in deserving them." *Aristotle*
- "Be respectful yourself, if you wish to associate with respectful people." *Welsh Proverb*
- "To be capable of respect is almost as rare as to be worthy of it." *John Joubert*
- "Character is the formation stone upon which one must build to earn respect." *R.C. Samsel*
- "Self-respect is like weaving a coat of armor that no one can cut through." *Henry Wadsworth Longfellow*
- "If you expect respect, be the first to show it." *Anonymous*
- "When we do good things, our self-respect grows." *Heschel*
- "Respect is the reward for what you give to others." *Duane Hodgkin*
- "You know what's right. Respect yourself and others, and do what's right." *Duane Hodgkin*
- "Respect involves an appraisal of ourselves first, and then others." *Duane Hodgkin*
- "Respect is learned, earned, and returned." *Anonymous*
- "Every action in the company of others ought to be done with some sign of respect to those present." *George Washington*
- "Self-respect is the fruit of discipline; the sense of dignity grows with the ability to say no to oneself." *Abraham Heschel*
- "Respect is love in plain clothes." *Frankie Byrne*
- "I must respect the opinion of others even if I disagree with them." *Herbert Henry Lehman*
- "Respect commands itself and it can be neither given nor withheld when it is due." *Eldridge Cleaver*
- "The soul that is within me no man can degrade." *Frederick Douglas*
- "This above all; to thine own self be true." *William Shakespeare*
- "My honor is my loyalty." *Heinrich Himmler*
- "Respect – not tolerance – must be our goal if we would diminish prejudice in our time." *Selma G. Hirsch*
- "Where talent is a dwarf, self-esteem is a giant." *J. Petit-Senn*
- "Our own heart, and not other men's opinion, forms our true honor." *Samuel Taylor Coleridge*

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Inappropriate Behaviors Related to Specific Character Skills in the AISD Touchstone

- Apathy
- Arguing
- Blurting out
- Bossiness
- Gang Involvement
- Hygiene problems
- Inappropriate displays of affection
- Insubordination
- Misbehaviors in events outside of the classroom
- Rudeness
- Self-injurious behavior
- Sexual comments
- Substance abuse
- Swearing/obscene language
- Vandalism



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Classroom Management Strategies

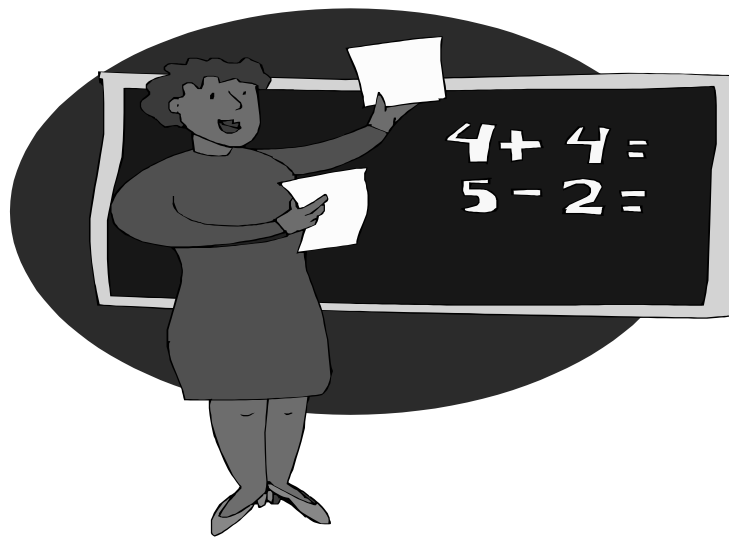
- Increase positive interactions (greet students as they enter the room, talk quietly with one or two students as they walk in the hallway, discuss work with students individually during independent work time, engage students in tasks like putting up bulletin boards before or after school or during lunch or recess).
- Teacher organizes the daily schedule to reflect consistency and variety with academic lessons that are clearly focused and relevant to students.
- Teacher establishes smooth, efficient classroom routines and procedures.
- Teachers interact with all students in a positive, caring manner.
- Teachers provide incentives/recognition/rewards to promote excellence.
- Teachers set clear expectations/standards for classroom behavior and apply them fairly and consistently.
- Teacher engages students in helping solve classroom problems.
- Teacher moves around room for increased proximity to students.
- Teacher visually scans the room for opportunities to acknowledge responsible behavior.
- Teacher makes eye contact with students and smiles.
- Teacher acknowledges responsible behavior verbally or with tangible rewards (like a written note from the teacher). Teacher sends a written note to parents about the responsible behavior.
- Teacher establishes a positive attitude about the potential for success for every student.
- Teacher models and reinforces the expected behaviors.
- Teacher provides opportunities for positive practice of expected behaviors.



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Classroom Level Interventions

- Teacher places hand on student's shoulder to remind and show support.
- Teacher gives a verbal reminder to redirect behavior.
- Teacher corrects behavior errors in a manner that provides instruction.
- Teacher makes accommodations in areas such as daily schedule, class structure, physical arrangement of classroom to increase the student's chance of success.
- Teacher develops lessons to help students manage situations that cause difficulties. Some examples are: transitions between lessons and activities, how the rules relate to various activities in the classroom, conflict resolution strategies, and study strategies.
- Student is given quiet time to think about behavior.
- Student and teacher discuss better choices.
- Student is given time-out in the room.
- Teacher and student develop a signal to help the student realize when he/she is engaging in inappropriate behavior.
- Teacher uses a pre-correction to help a student avoid an inappropriate behavior when there seems to be a good chance of the inappropriate behavior occurring based on prior history.
- Teacher Ignores behavior to deprive student of desired attention.
- Teacher contacts parent.
- Teacher consistently praises expected behavior and/or gives consequences for inappropriate behavior (such as loss of recess time, loss of other privileges, etc.).
- Teacher follows through on problem behavior with predetermined consequences.
- Teacher changes student's seat in the room or physical arrangement of the room to enable teacher to respond consistently to minor misbehavior, to prevent misbehavior from escalating, and to engage more frequently in positive interactions with students.
- Have student fill out a Behavior Improvement Form.



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Service Learning Projects

"To develop character, students need opportunities for moral action." Thomas Lickona

We want our students not only to learn about 10 character skills in our touchstone but also to have the opportunity to internalize them by practicing them through community service and/or service learning. In the purest design for service learning, students should be given the opportunity to reflect on their service, identify what they have learned from the service, and to celebrate their contributions to the community. It is best to allow students to identify a campus or community need or issue that focuses on a particular character skill and plan a project to address that need or issue. The more ownership we give our students in these projects, the stronger their leadership will become. Below are some suggestions for service learning opportunities for each of the character skills to help you in getting started:

- Create a campus respect wall or bulletin board where students can post ideas or make a collage for showing respect for themselves, others, and the world around them. Some ideas might be, showing someone getting enough sleep, eating the right foods, exercising, shaking hands with another person, playing fairly, sharing, interacting with an older person or someone from another country, saying please and thank you, being friendly, smiling, listening to others, picking up trash, etc.
- Allow students to organize a campus clean-up campaign. Different grades or classes could adopt specific areas of the campus to clean up, beautify, and maintain. They can make announcements encouraging other students to help with the project and show their respect for the school by keeping the area clean and neat. They could also make announcements about famous environmentalists and/or local activists who demonstrate the skill of respect for our environment.
- Have students write and send letters to a person they respect. The person could be a family member, friend, teacher, neighbor, or celebrity. The letter should tell the person why the student respects them and how that influences his/her life. The names of the people receiving the letters could be placed on the wall of respect.
- Research signs of respect in different cultures and have students create a display of these in a common area.
- Place students with nursing home residents for activities such as playing board games, helping them write letters, exercising, talking, oral histories, and crafts.
- Organize a graffiti wipe out campaign in the community.
- Beautify a community park or a section of a park.

- Organize an assembly or event that recognizes and celebrates the various cultures represented in the community and school.
- Present a campaign focused on making healthy choices. Red Ribbon Week, Under Aged Drinking activities (Shattered Dreams, Protecting You, Protecting Me), Violence Prevention activities, Exercise activities (community walks or runs), etc.

