

RESPECTFUL

LESSON 1: RESPECTFUL • K-3

Preparation difficulty



Easy

Hard

Lesson duration:

30 – 40 minutes



READY

Students will be able to:

- Define respect
- Name someone that they respect
- Describe how they show respect
- Understand, appreciate, and support the value of respect
- Examine and apply respect skills in various of situations at home, in class, and at recess

Key phrases: Respectful, Politeness, Good Manners, The Golden Rule

SET

- Large Kelso Star classroom poster for viewing
- Kelso and Lily puppets
- 4 Respectful Photo Cards

Pages 2-7 from K-3 Photo Card Book

GO

- Refer to the Kelso Star poster. Point to the Respectful section and explain how the image relates to character trait:

Kelso is showing that one way of being respectful is to look at the person talking to you and to listen to what he or she is saying, even if the one speaking is an old frog!

- Explain that, just like Kelso, students need to pay attention when someone is speaking. The right way to do this is to: have your eyes on the person (point to your wide open eyes), your ears listening (cup ear), your mouth silent (zip mouth), and your body still (stand straight with hands by your side). Repeat and have students mimic your actions.

PUPPETRY: 10 MINUTES

- Explain that Kelso and Lily will be helping the class learn what respect is.
- Demonstrate disrespect: As Kelso talks, Lily does not listen. She hops around, looks at the students, explores the instructor's hair, and acts silly.

Kelso: Lily, I need to talk to you about what we're going to do today. Do you want to hang out with the turtles? They're lots of fun! Or maybe go over and see some of the other frogs?

Lily: *flops on her back, rolls around, and looks at her toes while Kelso speaks.*

Kelso slightly frustrated: Lily, I would really like to talk to you about what we're going to do today. We can hang out with--

Lily interrupting: What's for lunch today?

- Halt the puppet play and discuss respect with Lily:

Instructor: Lily, are you being a good listener?

Lily: *nods her head, yes*

Instructor to class: Do you think Lily is being polite and a good listener?

Class: No.

- Lead the discussion around specific behaviors Lily exhibits and how Kelso feels.

Instructor: Lily, you were not being respectful to Kelso.

Respect means that you:

1. Are polite to others
2. Have good manners
3. Use The Golden Rule: treat others as you'd like to be treated

Instructor to class: Can you tell Lily what it would look like if she was polite to Kelso and if she had good manners?

Examples: Sitting still, eyes on Kelso, ears listening, mouth not moving while Kelso speaks, answering Kelso's question, not messing with the instructor's hair

- Invite Lily to look at the photo cards for a better example of what respect looks like.

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PHOTO CARDS: 15 - 25 MINUTES

Follow instructions on page 16 or Photo Card (page 32).

IN CLASS — PAGES 2-3

Scene 1: Page 2

- Setting (read to students): It's Music Exploration Day at Northwest Elementary School, and a visiting high school music teacher has brought several fancy instruments for everyone to look at. These students have just walked into the music room from recess.
- Instructor Notes: The students in the Music Room are not paying attention to the teacher, they are not obeying the class rules, and they are not ready to learn.
- Ask students the Scene 1 Questions.

Scene 2: Page 3

- Instructor Notes: The students realize they aren't supposed to play the instruments and they should be listening to the teacher. Everyone is seated correctly – they are looking at the teacher, their hands are still, no one is talking or playing with an instrument. Each student is being respectful and ready to learn.
- Ask students the Scene 2 Questions.

AT RECESS — PAGES 4-5

Scene 1: Page 4

- Setting (read to students): It's morning recess and this student has brought a snack from home.
- Instructor Notes: The student has brought a snack from home, and is enjoying it at recess. She's ready to dispose of her trash, but she's not paying particular attention to what she's doing with the wrapper, and is about to drop it on the ground.
- Ask students the Scene 1 Questions.

Scene 2: Page 5

- Instructor Notes: The student remembers that wrappers are trash and that this needs to be placed in the garbage can, not just dropped on the grass and forgotten. She's being respectful by not littering and by not making a mess that others will have to clean up.
- Ask students the Scene 2 Questions.

AT HOME — PAGES 6-7

Scene 1: Page 6

- Setting (read to students): Here are two sisters: the older sister is in her room, reading a story for her English homework, and her younger sister wants to play. The sign on the door says "Do not disturb."
- Instructor Notes: The younger sister has a new toy and she really wants her sister to play ball with her. But there's a "Do not disturb" sign on the door because her big sister needs to finish reading a book for school – it's homework time.
- Ask students the Scene 1 Questions.

Scene 2: Page 7

- Instructor Notes: The younger sister realizes that it would not be good manners to interrupt when her older sister is studying and working on her homework. The younger girl needs to be respectful so she isn't disturbing her sister and instead quietly walks away. That's the polite thing to do, and she knows that they can always play after her sister's work is done.
- Ask students the Scene 2 Questions.

SCENE 1 QUESTIONS:



When you look at this photo, what do you think is happening?



If you were here, what noises and sounds would you hear?



How do you think the people in this photo are feeling?



Describe what you think this would look like if the student(s) were being respectful.

SCENE 2 QUESTIONS:



Did you correctly guess what the student(s) would look like if they were being respectful?



If you were here, what noises and sounds would you hear now?



How do you think the people in this photo are feeling now?

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DISCUSSION: 5 MINUTES

Share with students the name of someone you respect and how you show respect towards him or her by being polite and by having good manners.

Example: I respect the principal of our school. I show her this by looking at her and listening when she talks to me, not interrupting when she's speaking, sometimes shaking her hand, and using words like "please" and "thank you."

Ask students the following questions:

1. Can you name someone you respect?
2. What does it **look** like when you respect that person; how do you behave?
3. What does it **sound** like when you respect that person; what words do you use?
4. How does it **feel** when you respect that person?
5. Do you now understand how Kelso is showing respect on the Kelso Star poster? Explain.
6. Optional: Continue with the puppet play by demonstrating what respect looks like. This time, when Kelso speaks, have a student hold Lily and use the puppet to model polite listening behavior and good manners. As time allows, have the class demonstrate good listening and respect as the teacher speaks.

FINISH LINE

Were students able to:

- Define respect as having good manners and polite behavior?
- Name someone they respect?
- Share specific examples of what they can do to show respect?
- Share how Kelso is showing respect on the Kelso Star poster?
- Examine and apply respectful behavior from the scenarios on the photo cards in a variety of situations at home and at school?

NOTE: Next week, read "Chapter 1: Splash Landings" from the Back to Willow Pond storybook.