

## Be Respectful

Sample lesson plan

**Expectation: Be respectful of adults**

**Objective:** Students will be able to identify and demonstrate respectful behaviors

**Location:** When talking with adults in hallways, classrooms, and cafeteria

The day before this lesson, choose two students to assist and go over what they should do during the skit. Be careful to discuss any parameters for language and behavior during the skit (set boundaries to keep the scenarios from getting out of hand).

Begin by asking students what respect means to them. Write some of their responses on the board. Ask for examples of disrespect as well as respect.

Explain that you and two students will be giving a demonstration and will be asking questions at the end.

Have the two students pretend to walk up the hallway (in front of the class). Walk up to the first and ask politely for the student to show his or her ID. The student should act disrespectfully (whatever, +roll eyes, %don't know you, I don't have to show you anything,+ etc.). Get irritated, reprimand the student, and pretend to call for security and a dean. Next approach the second student in the same way you approached the first. This student should quietly take out his or her ID and put it on. Thank the student, smile, and tell the student to have a good day as you walk away.

1. Ask the class to point out what was disrespectful in the first interaction
2. Ask what was more respectful in the second
3. Ask which student had an easier day after the interaction

Wrap up the discussion with a reminder that respect is something that is earned, and that showing adults in the building a basic level of respect can make life a lot easier for everyone.

## Be Respectful 2

Sample lesson plan

### Expectation: Be respectful of adults

Objective: Students will be able to identify and demonstrate respectful behaviors

Location: When talking with adults in hallways, classrooms, and cafeteria

Begin by reminding students that the day before they discussed respect and what it does and doesn't look like. Ask students if there is a difference between respecting adults and being a "kiss up". Probe the students to come up with ideas to write on the board. Students may say something like, "A kiss up is trying to make the teacher to like him just to get a good grade, respecting someone is just being polite."

Mention that the students are not expected to like every staff member, but showing respect to all adults in the building will earn them the right to be heard. Acknowledge that sometimes adults are disrespectful of students, and that it is not okay. Explain that students finding themselves in this situation will ultimately "win" the struggle by remaining calm and respectful even if the adult does not. Give (or have students help you role-play) the following two scenarios to demonstrate this point:

1. A student is dragged into the dean's office by a staff member. The student is yelling profanities at the staff member, and screaming things like, "he hates me, he's lying, I wasn't even doing anything wrong!!!"
2. A student walks into the dean's office with a staff member. The staff member is yelling and complaining that the student is always walking the halls and never has an ID and needs to be suspended. The student calmly and respectfully explains, "I know I am supposed to be in class, but I lost my ID and was heading to the first floor to get a temporary pass. I should have done it before school, but I got here late."

Discuss with the class:

1. Which student is the dean more likely to listen to and believe?
2. Was the second student being a kiss up or being honest?
3. If the staff member had said or done something inappropriate, and the student wanted something to be done about it, in which scenario would this be a more likely possibility?
4. Finish up by having the students brainstorm a list of respectful ways to handle a situation where they feel their rights have been violated.

## Use Appropriate Language

### Sample Lesson Plan

#### **Expectation: Use appropriate language**

**Objective:** Students will be able to identify and demonstrate inappropriate and appropriate language, as well as the importance of avoiding profanity

**Location:** When talking in hallways, classrooms, and cafeteria as well as the workplace

The day before this lesson, choose two students to assist and go over what they should do during the skit. Be careful to discuss any parameters for language and behavior during the skit (set boundaries to keep the scenarios from getting out of hand).

Begin by discussing briefly how important it is to be able to use appropriate language in situations such as school and work, and that using profanity in these types of situations can be limiting. Explain that you and two students will be giving a demonstration and will be asking questions at the end.

Pretend to be a potential employer interviewing job applicants. Have the first student use inappropriate language (you may want to ask the students to edit profanity by saying, "bleep," etc. instead of the actual word), and the second use appropriate language during the interviews.

Follow up this brief demonstration by asking the class the following questions. Try to encourage discussion:

1. Who would probably get the job and why?
2. Have you ever regretted using curse words and why?
3. What kind of message do you give to teachers and other adults in the building when you curse in front of them?
4. How might using profanity impact the way adults and others view you, and also treat you?

## Use Appropriate Language

### Sample Lesson Plan

#### Expectation: Use appropriate language

**Location:** School wide

**Activity:** Brainstorming & Team work

#### Why this is important:

Ask: Why is it important to use appropriate language?

Negative Example:

Ask *“What messages are you giving others when you use inappropriate language?”*

(Sample responses include: *I’m angry, that’s the way I talk, I don’t respect you*)

Positive Example:

Ask *“What messages are you giving others when you use appropriate language?”*

(Sample responses include: *I want to be heard, I want your respect, I respect you*)

**Read statement:** *So using inappropriate language often results in consequences that include being ignored, put out of class, sent to the office, detention, suspension, etc. Therefore, it is important to practice appropriate and acceptable ways of communicating with others even when we are frustrated or angry.*

#### Teamwork:

First tell the students that we are going to play a game and that appropriate behavior is expected. Tell them: *Remember not to do or say anything that will get you sent to the office or sent home”.*

Divide the class into teams. Explain that the object of the game is to create a list of alternative words to use instead of using inappropriate language when angry/frustrated/etc. (It must be a real word)

Each team needs one piece of paper

Elect a person to write down and number each word the team comes up with.

Tell the students that while creating the list of words to ask themselves *“If I use this word, will I be ignored, put out of class, sent to the office, get detention, or be suspended?”*

*Allow 20 minutes (dictionaries & thesauruses may be used)*

*After twenty minutes, the spokesperson from each team will read their list. If a word that you have on your list is read by the opposing teams, raise your hand,*

*all teams that have listed the word must cross out the word. The team that has the most words not on the opposing teams list will earn \_\_\_\_\_ buzzy bucks!!!*

**How will you know they have learned the skill?**

Praise the students for all the alternative words that they have come up with. Encourage them to use these more appropriate words daily.

*We will be looking for these behaviors that show appropriate ways of communicating with others throughout the year. Following these expectations will allow you to have much better experience at school.*