

R-E-S-P-E-C-T

NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

2.1.2SSH.1 – Discuss how individuals make their own choices about how to express themselves

TARGET GRADE: Grade 1 **TIME:** 40 Minutes

MATERIALS NEEDED:

- Worksheets: “This is Me!” – one per student
- Crayons – several of different colors per student
- Computer with internet access
- Speakers if computer does not have sound
- LCD projector and screen
- White board and markers
- Home-School Connection Activity: “R-E-S-P-E-C-T” – one per student
- Extra pencils in case students don’t have one

LEARNING OBJECTIVES: By the end of this lesson, students will be able to:

1. Define the term “identity” [Knowledge]
2. Name at least two identities they have [Knowledge]
3. Explain that no matter a person’s identities and life circumstances, everyone has the right to be treated with dignity and respect [Knowledge]
4. Demonstrate at least one way they can respond if someone is being treated disrespectfully [Skill]

LESSON RATIONALE

This lesson for lower elementary students overviews the various components of a person’s identity and helps students practice treating others with dignity and respect. Using a short video and scenarios, this lesson helps students understand that all students should be treated respectfully. Intended to showcase how each person is unique and how we need to treat others with kindness, this lesson provides an important foundation in affirming our differences in order to prevent bullying and teasing later in life.

ADVANCE PREPARATION:

Either download the video, “*What Should You Do?*” or ask your IT department to make sure you have access to this URL:

https://www.youtube.com/watch?reload=9&v=ogS7F_Us1eg

PROCEDURE

STEP 1:

Tell students you’re going to be talking today about everyone’s identities. Write the word “identity” on the board, sounding it out for them. Ask students to repeat the word with you. **Ask, “What letter does this word begin with?”** When students respond with, “I,” say something like, “That’s right – ‘I’. And what does ‘I’ mean?”

If students do not say it, say, “**‘I’ means ‘me.’ And so your identities are all the things about you that make you who you are. Let’s do an activity now to look at who we are.**”

(2 minutes)

STEP 2:

Explain that in a moment you are going to give everyone a worksheet to fill out. Read through the sample worksheet as an example. Remind students that people complete worksheets at all different speeds, so if they finish quickly, then can draw a picture of themselves on the back of the sheet so everyone has the time they need to finish. Distribute the sheet and a few crayons to each student.

(8 minutes)

STEP 3:

After about 5 minutes, have students turn to a student next to them and take turns reading through their answers, and if either of them has drawn a picture, to show that to the other person. After a minute or two, or everyone has finished, call attention to the front of the room. **Ask students, “How many of you found that all of your answers were exactly the same as the other person’s?”** After students have raised hands (or if none raise their hands), ask, **“What were some of the same answers you did have?”**

Once you have finished this discussion, ask a pair of students who had said they were the same age, “You two said you were both [age]. Does that mean you two are exactly the same?” After the students say, “no,” ask a pair of random students who wrote down the same favorite food or color whether that meant they are exactly the same, to which they will also say, “No!”

Say, **“Right! We can have things in common with other people. We might be the same age. We might have the same color hair, or the same skin tone. We might have the same number of siblings, or have the same pets, or like to watch the same tv show. It’s fun to share something about us with another person.**

The not-so-fun part is when two people who have something in common decide they don’t like someone who doesn’t have that same thing in common. Two kids with the same number of siblings might tease a child who doesn’t have any siblings. Kids who have iPads and other technology at home may tease someone who doesn’t. A group of girls might tease a boy because he likes to wear toenail polish. Why do you think people do that? Why do you think they tease or are mean to another person just because they are different from them?”

NOTE TO THE TEACHER: *This simple question may still be difficult for them to answer. A common response will be, “I don’t know,” or even silence. Other responses may include, “That boy shouldn’t be playing with a doll,” or “It’s weird not to have any brothers or sisters.” Watch for any judgmental language labeling something as “weird” or “strange.” It’s important to correct this language, but in a way that does not make the students feel like they’re bad or in trouble.*

After you’ve received a few responses, say, **“The most important thing to remember is that while it’s fun to find things we have in common with another person, it is just as fine to find ways we are different. Every person has the right to be themselves and express themselves in a way that feels good to them. That may be similar to how you express yourself or different from how you express yourself.**

That’s how we learn new things. Until we start spending time with other people or see people in books, on TV or online who have families that are different from ours, we tend to think our family is the way all families are. We might think that the skin tones in our family are how all families look, or that everyone should have the same number of siblings we do. What’s super important is to keep in mind that ‘different’ doesn’t mean ‘bad.’ There’s nothing better about having siblings or not having siblings – it’s just different. You’re no better than someone else if

you're a girl, or if you're a boy – you're just different. You're no different if your skin tone is one shade, and your friend's is another – you're just, what?"

(Wait for students to respond with, "different.")

Say, **"It's always bothered me when people treat other people who are different in some way badly. Let's do an activity now where we can look at what we can do when we see someone being treated differently because of who they are."**

(6 minutes)

STEP 4:

Explain to the students that you're going to show a video that gives an example of a situation where an elementary school student isn't treated very nicely. Then you're going to talk about what they would do if they saw something like that happen. Start the video, "What Should You Do?" beginning at 0:32, where the adult says, "Several months into the school year...", stopping at 0:58 after she says, "...will exclude you as well."

Ask the students to repeat back to you what the situation is; if they miss anything or can't recall, say something like, "The school year has already started, and a few months into it a new student named John, who has moved into your neighborhood, joins the class. You notice they're not being treated very nicely, and that some kids are even excluding him. 'Excluding' means not letting him play or spend time with you. It's the opposite of 'including' someone."

Ask, "How do you think being excluded makes John feel?"

After a few responses say, **"No one likes being left out of things. John is probably also feeling really nervous because he's a new student in a new school and may not know anyone yet. That means, someone in the class needs to do something so this mean behavior stops."**

I'm going to keep playing the video now. It's going to share four different things someone could possibly do in this situation. Pay attention because we're going to talk about them when the video's over!"

Continue the video until 4:53, when the adult says, "...to making a new friend."

(7 minutes)

STEP 5:

Ask students to remind you of the situation with John – that he is a new student who is being excluded because he's new. Ask whether they can remember the four options discussed in the video, writing each on the board as it is shared and contributing whichever aren't:

- Do nothing
- Go along with it
- Don't go along with it – in this case, invite John into your group
- Talk privately with a teacher about what's going on

Say, **"Let's try applying this to a different kind of scenario."**

Read the following out loud to the students:

"After school, a group of kids are playing in the playground. One boy, Andre, sees a group of girls jumping rope and decides he wants to do that instead. The kids he was playing with earlier yell at him that he can't skip rope, that's a girl's game. He doesn't listen, and goes to ask the girls if he can join them. The girls say, 'no, this is a girl's game.'"

Ask, “Remember our very first activity before the video? We wrote down some things about our identities, or who we are. Andre is being told he can’t play a certain game because of one of his identities, his gender. The kids are saying, because he’s a boy, he shouldn’t skip rope. What do you think of that?”

NOTE TO THE TEACHER: You may get a range of responses, including agreement that jumping rope is “a boys’ activity.” If that were to happen, stop and reinforce the idea that anyone should be allowed to be part of any activity they wish, no matter what their gender is.

After a few responses, say, “Imagine you’re there on the playground. Let’s go through your four options of what you could do.

First, you could do nothing and just ignore what’s going on. How do you think that’d make Andre feel? How do you think you would feel not doing anything?

Second, you could go along with it and tease Andre, too. How do you think that would make Andre feel? How do you think you’d feel about teasing someone?

Third, you could NOT go along with it. You could tell the other kids to stop teasing him. If you’re part of the jump-rope group, you could tell the others they should let him join you. If you’re not in either group and just see it going on, you can still say something.

Now, the fourth step is something we’re going to try out here.”

Put two chairs facing each other at the front of the room. Ask for a volunteer to come to the front of the room, and ask that person to sit in one of the chairs. Sit across from them. Say, **“It’s not always easy to ask a grown-up for help. So let’s practice. I want you [the student in the chair] to imagine you’ve seen what happened to Andre. You don’t feel comfortable speaking up, but you want an adult’s help. So you come to me. What would you say?”**

When the student comes up with their first statement, respond to them, encouraging a bit of back-and-forth between you. When it feels right to pause, stop and ask the students to give the volunteer a round of applause.

Ask, “What do you think [student’s name] did that was good?” Responses will vary, but may include something like, “They were clear,” or “They gave a lot of examples” or “They remembered a lot of what happened.” Supplement with any other things you think they did well. **Then ask, “Is there anything else you think they could have done, or did you like how they came to me and responded to my questions and comments?”**

After a few responses, ask for a second volunteer to practice as well. Continue with as many volunteers as time allows.

(13 minutes)

STEP 6:

Say, “In the video, one of the students says, ‘You should treat John the way you’d like to be treated.’ What do you think that means?”

After a few responses, ask, “Would anyone here want someone to tell you ‘I don’t want to sit or play with you’? I don’t think so – I know that even as an adult I wouldn’t like that at all! Some of you may have already had this happen to you, and if you have, I’m so sorry you were left out like that. Now, you can’t change something that’s already happened – but, if it happens again, you can come to me or another trusted adult and tell us about it. And if you’ve ever left someone out, or teased someone

because of one of their identities, that's something you CAN change. You can choose to treat them the way you'd like to be treated yourself."

Distribute the Home-School Connection Activity and close the lesson.

(4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Step 1 is intended to achieve the first learning objective. Steps 2 and 3 are intended to achieve learning objective 2. Steps 4 and 6 are intended to achieve learning objective 3. Step 5 is intended to achieve learning objective 4.

HOME-SCHOOL CONNECTION ACTIVITY:

Recommend that students to complete the worksheet, "R-E-S-P-E-C-T" and bring it into the next class.

WORKSHEET: THIS IS ME!

Please answer all the questions below. If you don't know the answer, that's okay! (If you have extra time, feel free to draw a picture of yourself on the other side).

MY NAME IS:

I LIKE TO BE CALLED:

I'M

YEARS OLD

MY FAVORITE COLOR IS:

MY FAVORITE FOOD IS:

I LIVE IN:

MY FAMILY IS FROM:

SOMETHING I'M REALLY GOOD AT IS:

HOME-SCHOOL CONNECTION ACTIVITY: R-E-S-P-E-C-T

Respecting people means treating them well, no matter who they are or what identities they hold. How do you show the people in your life you respect them? Come up with at least three people and examples.

PERSON	HOW YOU RESPECT THEM