

Module 3: Respect

Give Respect to Get Respect

Course Duration: 45 minutes for complete module (or three 15-minute lessons)

Module Overview:

Courage and honor build the leadership foundation by guiding students in taking the right actions in spite of fear and putting concerns of the group before their own concerns. Respect reinforces these tenets by representing the bricks that build the walls of leadership. Students connect that it takes courage to show and feel respect and that by giving and receiving respect they also live honorably. Lessons explore how to earn respect, the power of highly valued actions, and what it means to be disrespectful. Activities immerse students in thinking about how they show respect and how they observe respect in the outside world, ultimately building strong walls to their existing leadership foundation of courage and honor.

Learning Objectives:

- Students will create a common language to define key terms such as respect and highly valued actions
- Students will understand how to give and get respect
- Students will demonstrate leadership by reflecting on their experiences with respect and incorporating the concept of respect into their lives



The essential questions introduce students to the big-picture concept of the leadership lessons and engage them in genuine inquiry using higher-order thinking and problem-solving skills.



Essential Question(s):

What does it mean to give and get respect?

How is respect earned?

How is respect lost?

What is disrespect?



**MINDSET
MATTERS**

Give Respect to Get Respect
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Lesson 1: Investigate

(15 minutes)

Supplies:

Respect video, student activity sheets

Preparation:

Copy student activity sheets, prepare an example of someone you respect in your life and the reasons why (optional), prepare an example of an action taken by someone else that showed respect for you and an action that you took to show respect to someone else

Student Activity Sheets:

Level 1 “Select Respect” or Level 2 “Respect Person of the Year”



Level 1 activities are designed for grades 5 and 6, and Level 2 activities for grades 7 and 8. The activity sheets are flexible and can be used to help fit any skill range in your classroom.

Instruction Steps:

1. Open the lesson by writing the following quote by 19th-century American poet and essayist Ralph Waldo Emerson on the board: “Men are respectable only as they respect.” Using the discussion questions below, ask students to reflect on Emerson’s meaning and invite volunteers to share their ideas with the class.



Use the opening exercise of analyzing Emerson’s quote as an individual writing assignment, small group discussion, or whole-class discussion.

Emerson Quote Discussion Questions:

- What do you think Emerson means by “respectable only as they respect?”
 - How does Emerson’s quote compare to the Golden Rule of “treat others as you would like to be treated?”
 - What are the benefits of treating one another with respect?
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2. Next, ask students how they would define respect. What does it look like to show respect? What does it feel like to earn respect? Encourage students to share their ideas and explain that respect is unique because we both show it and feel it. Respect is a feeling we hold as individuals and cannot be judged by the outside. Then explain that in order to show and feel respect, we must share the same understanding of what respect means.

What does it mean to give and get respect?

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Lesson 1: Investigate

Teacher TIP!

Show your students the Respect video and discuss the definition of respect and examples of real-life respect.

3. Share with students the following definition of respect and have them repeat the definition aloud: **Respect is shown and felt through positive feelings of approval and earned through valued actions.**

Teacher TIP!

Share with the class an example of someone you respect and the reasons why you respect them.

4. Tell students that understanding how respect works means thinking about valued actions and how they lead to positive feelings of approval. Help students understand that like honor, showing respect means unselfishly thinking of others first. Explain that valued actions are actions that others find important, impressive, necessary, or helpful. We feel respected when someone puts our concerns in front of their own concerns, and we also show respect by putting other people's concerns before our own.

5. Share an example from your own life demonstrating a valued action taken by someone else that showed you respect and an action that you took that showed respect to someone else. For example, you might tell students that you show respect to your children by taking care of them (e.g., providing food, shelter, love, and so on) and that in turn you feel respect from your children through their actions of obeying family rules (e.g., completing homework on time, contributing to household chores, treating siblings as they would like to be treated, and so on). Explain that highly valued actions are what earn respect over time.

6. End the lesson by assigning Activity 1 as homework (or use as an in-class extension activity). The activity may be used to jumpstart the next class session with the discussion questions below.

Activity 1 Discussion Questions:

- Which two people did you select for this activity?
 - Why do you respect these people? Summarize three highly valued actions each person does that earn your respect. Why are their actions highly valued?
 - Do you consider the people you selected to be leaders? Why or why not?
 - Why do you think respect is important in our lives and relationships?
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What does it mean to give and get respect?

How is respect earned?

How is respect lost?

What is disrespect?

Lesson 2: Explore

(15 minutes)

Supplies:

Student activity sheets

Preparation:

Copy student activity sheets

Student Activity Sheets:

Level 1 “Respect Ruler” or Level 2 “Respect Mountain”

Teacher
TIP!

Level 1 activities are designed for grades 5 and 6, and Level 2 activities for grades 7 and 8. The activity sheets are flexible and can be used to help fit any skill range in your classroom.

Instruction Steps:

1. Begin by having students repeat the shared definition of respect: **Respect is shown and felt through positive feelings of approval and earned through valued actions.**
2. Remind students that highly valued actions are actions that others find important, impressive, necessary, or helpful. Ask for volunteers to think of examples of valued actions and how they lead to positive feelings. For example, you earn respect by performing valuable actions for the people you want to gain respect from, whether it is listening attentively to a friend, following a coach’s instructions, or obeying rules at school.

Teacher
TIP!

Circle back to your example from step 5 of Lesson 1 in which you shared with students moments from your own life about a valued action taken by someone else that showed you respect and an action that you took that showed respect to someone else. Use your personal example to reiterate that consistent, highly valued actions gain respect over time.

4. Working in pairs or small groups, ask students to discuss what it means to show disrespect. If respect is successfully completing actions that others value, what does disrespect look and feel like? Allow groups several minutes to discuss and then invite volunteers to share their thoughts with the class.
5. Guide the discussion to explain that ignoring, dismissing, neglecting, disregarding, or carelessly interacting with someone or something shows disrespect. For example, share with students that talking back to your teacher or not listening to your parents is disrespectful because you are thinking of yourself before others.

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Lesson 2: Explore



Expand the discussion of respect by connecting it back to courage and honor. Help students understand that it can be scary to give respect because you usually care about the person whose respect you want to earn. Remind students that courage means taking the right actions even when you are scared and that acting courageously is often considered a highly valued action that earns respect. Likewise, respect represents honor in action because when you put other people's needs in front of your own and live by standards that the group dictates as good, your actions are highly valued, which means that you earn respect and also live honorably.

6. Distribute Activity 2 and give students time to complete the worksheet. Activity 2 may also be assigned as homework or a small-group activity and used to start a discussion in the next class session.

Activity 2 Discussion Questions:

- Do you think you are a respectful person? Why or why not?
 - How do you show respectfulness to someone else?
 - How is showing respect honorable?
 - What highly valued actions have you taken in the past?
 - What highly valued actions can you take in the present and future?
 - Do you think people are generally respectful in our classroom, community, country, and world? Why or why not?
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Lesson 3: Challenge

(15 minutes)

Supplies:

Student activity sheets

Preparation:

Copy student activity sheets

Student Activity Sheets:

Level 1 “Connect with Respect” or Level 2 “Be Direct with Respect”



Level 1 activities are designed for grades 5 and 6, and Level 2 activities for grades 7 and 8. The activity sheets are flexible and can be used to help fit any skill range in your classroom.

Instruction Steps:

1. Open the lesson by having students repeat the shared definition of respect: **Respect is shown and felt through positive feelings of approval and earned through valued actions.** Next, ask for volunteers to recap what the term “highly valued actions” mean (actions that others find important, impressive, necessary, or helpful).
2. Distribute Activity 3 and explain that the easiest way to gain respect is to show respect to someone else. Tell students they will embark on a leadership challenge by picking one person they want to show respect to and brainstorming actions they can take that their chosen person will find valuable.
3. Allow students time to complete Activity 3 and then invite volunteers to read their letters. Engage the class in a brief discussion using the questions below.

Activity 3 Discussion Questions:

- Which person did you pick and why?
- What actions does your selected person value? How will you accomplish these actions?
- Were the actions you came up with courageous or honorable? Why?
- How do positive actions help build respect?
- How does giving respect lead to getting respect?
- In what ways does it take courage to tell someone that you respect him/her?

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Lesson 3: Challenge

4. Next, remind students that at the end of each challenge they will add to the Weaving the Mat project by reflecting on what they learned and writing down the leadership tenet on one side of a strip of paper and one to two sentences on the other side. Ask students to write down their thoughts to the following prompt: How does giving and receiving respect take both honor and courage? Give students several minutes to write down their ideas and collect and save the papers for a later time.



Weaving the Mat is a long-term project in which students write a brief message on a strip of paper about what they learned at the end of each unit, points that inspired them, or key takeaways that resonate with them. At the end of all eight leadership modules, students work together to weave the strips of paper into a mat, creating both a literal and symbolic representation of the leadership concepts.

Extension Activities

- **Activity 3 Add-Ons:** Encourage students to follow through with their letters created in Activity 3 by reading the letter to their selected person. Ask students to write down how their person reacted to their letter and if the person gained respect for the writer after hearing the letter. Have students report back to the class about how the letter reading went and in what ways they earned respect by communicating their respect to someone else.
 - **What a Respectful World:** Have students compare and contrast how they observe respect in each part of their world from home to school to extracurricular activities. How is respect given and received in these different contexts? What are similarities and differences of how respect is shown depending on the environment?
 - **Poetic Respect:** Working individually or with a partner, have students write a list of actions that show respect and a list of actions that show disrespect. Using their lists, challenge students to write a freeform poem that highlights how to be respectful. Display the poems in the classroom or publish them in a school blog or newspaper.
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Teacher Resources

Answer Keys

While there are no “right and wrong” answers for this module’s lessons, below are guiding points for you to assess student work.

Activity 1:

Students should be able to clearly explain in writing why they respect their chosen people, including specific reasons and explanations. Student reasoning should demonstrate a general understanding of respect, including that valued actions lead to respect.

Activity 2:

Students should be able to explain highly valued actions in their own lives. For Level 2, students should also be able to communicate a time in their lives when they showed disrespect.

Activity 3:

Letters should clearly articulate the person students are writing to and why, the actions their selected person finds valuable, and how they will achieve the defined actions to show respect. Student writing should also demonstrate a basic understanding of letter writing, including writing in complete sentences, justifying and supporting reasoning, and using appropriate word choices.

Glossary

Respect: Shown and felt through positive feelings of approval and earned through valued actions.

Disrespect: Shown through ignoring, dismissing, neglecting, disregarding, or carelessly interacting with someone or something.

Highly Valued Actions: Actions that others find important, impressive, necessary, or helpful; an achievement that others look up to.

Consistency: The same action over and over again, easy to tell what is coming next.

Force: To move or effect against resistance, to put strain against.