

# September: Respect

[http://www.educationworld.com/a\\_lesson/lesson/lesson329.shtml](http://www.educationworld.com/a_lesson/lesson/lesson329.shtml) (Lessons about Respect)

## Talk about it . . .

### **What does the word respect mean?**

- Showing consideration for other people and their property.
- Caring for ourselves, family, community and school.
- Appreciating and accepting individual difference.
- Other ways?

### **How can you show respect?**

- Use kind words and good manners.
- Listen to what others have to say.
- Follow the rules.
- Other ways?

## Think about it...

- When you were watching TV, have you observed someone being respectful? What did they do? How could you do something like that to show Respect?
- Someone on the school bus is saying unkind words and bullying another student. What should you do?
- One of your classmates shares a story you have already heard many times before. How should you react?
- Your teacher brings in a very special souvenir from her/his vacation. She/he allows it to be passed around the classroom. How should you handle the special treasure? What if it gets broken?
- What should you do if you see a classmate or teacher with their arms full struggling to open a door? Or you see them drop a stack of papers on the ground?

## **Suggested Books to Read About Respect**

### **Kindergarten**

- Arthur's Nose, Marc Brown
- The Grouchy Ladybug, Eric Carle
- The Ugly Caterpillar, Eric Carle

### **First Grade**

- Arthur's Eyes, Marc Brown
- Dog Eared, Amanda Harvey
- William's Doll, Charlotte Zolotow

### **Second Grade**

- Big Al, Andrew Clements
- Charlie the Caterpillar, Dom Deluise
- Enemy Pie, Derek Munson

### **Third Grade**

- A Coat of Many Colors, Dolly Parton
- Nana Upstairs, Nana Downstairs, Tomie dePaola
- Old Henry, Joan W. Blos

### **Fourth Grade**

- Moss Gown, William Hooks
- Annie and the Old One, Miska Miles
- It's a Spoon, Not a Shovel, Caralyn Buchner

### **Fifth Grade**

- If a Bus Could Talk: The Rosa Parks Story, Faith Ringgold
- The Black Snowman, Phil Mendez
- Smokey Night, Eve Bunting

# Respect May

- **Definition:** showing regard and consideration for the rights of others
- **Ways to show RESPECT:**
  - You do not have to be everyone's friend, but you DO have to respect everyone.
  - Obey the golden rule: Treat others as you want to be treated!
  - Respect is what we owe everyone at our school. Everyone has the right to be safe and to learn. Help make sure that happens by reminding others to be kind.
  - Respect others, but also respect yourself. Give yourself credit for the good choices you DO make and the skills you DO have.
  - Respect the opinions of others, even if you disagree with them. We all have a right to our thoughts and opinions.
  - Show respect for others and you will likely receive respect in return.
  - Knowledge will give you power and good character will give you respect.
  - "Respect your efforts, respect yourself. Self-respect leads to self-discipline. When you have both firmly under your belt, that's real power." -Clint Eastwood
  - Show respect for our school by following PAWS: Pride, Attitude, Work Ethic, and Self-Control.
  - If nothing else, show respect. That care and consideration for yourself and others will take you far.

# Dilworth Elementary Character Education

## Respect (September)

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**Pre-teach:** Introduce yourself and tell the students which trait you will be discussing today. Ask the following questions and call on different students for answers. Below each question are examples of the types of responses you are looking for. You may need to rephrase the student's answers or guide them along.

**(Ask) What does the word *respect* mean?**

1. Showing consideration for other people and their property.
2. Caring for ourselves, family, community, and school.
3. Appreciating and accepting individual differences.
4. Treating others the way that you would want to be treated.

**(Ask) How can you show *respect*?**

1. Use kind words and good manners.
2. Listen to what others have to say.
3. Follow the rules.
4. Appreciate differences among people.
5. Take care of other people's property at school, home, and in the community.
6. Help others.

 **Book:** Read and discuss a book that teaches a lesson about respect. (*See book suggestion list.*)

**(Ask) How would you practice *respect* if.....**

1. Someone on the school bus is saying unkind words and "bullying" another student. What should you do?
2. One of your classmates or siblings shares a story you have already heard many times before. How should you react?
3. The park is closed for construction and the sign says "Keep Out!" Your friends want to play anyway. What should you do? What if someone takes a marker and starts writing on the sign?
4. Your teacher brings in a very special souvenir from her vacation. She allows it to be passed around the classroom. How should you handle the special treasure? What if it gets broken?
5. What should you do if you see a classmate or teacher with their arms full struggling to open a door? Or you see them drop a stack of papers on the ground?
6. Your coach chooses another player to put in the game and you feel it should be you?  
(*Encourage students to come up with a few more situations to discuss together as a class.*)

**Activity:** Complete an activity to go along with your lesson. (*Activity suggestions follow.*) You may choose to incorporate an activity into your lesson at any time. Oftentimes visuals and experiments are very effective at the beginning and will get your students excited about the lesson.

**Closing comment:** If you expect respect, then be the first to show it!

***"Respect is learned, earned, and returned." ~ Author Unknown***

## Respect Activities

### **Reaching Out With Respect** (Suggested for all grades) **Materials:** None

Practice firm handshakes in class with each other. Talk about how offering your hand and looking that person in the eye is a way to show respect. Discuss other ways our hands can show respect, applause, reaching out to help someone, putting our hand over our heart during the Pledge of Allegiance, handling delicate things with care, keeping our hands to ourselves, and cleaning up. Have students trace around their right hand on a piece of paper. On each finger have them write a way to show respect for others. Encourage students to share some of the statements they have written. If possible, display the hands in the room or hallway.

### **Simon Says: "Who are You?"** (Suggested for grades K – 2) – All Dilworth 1st Grade Classes **Materials:** None

Students play a variation of Simon Says that highlight their similarities and differences. The objective is to teach respect and tolerance for each other. Tell them to watch carefully as they play the game because at the end each student must tell one new thing they learned about a classmate. Begin the game like this:

Simon Says: "Everyone with brown eyes, stand up."

Simon Says: "Everyone who has a cat, put your right hand up."

Simon Says: "Everyone whose favorite sport is basketball, stand on one foot."

Simon Says: "Everyone who speaks more than one language, jump up and down."

Simon Says: "If you like to eat spinach, nod your head, and so on."

At the end of the game have students sit down in a circle. Ask each student to share something new they learned about another student. Discuss respect for each other's uniqueness and how to appreciate our differences. ([www.education-world.com](http://www.education-world.com))

### **Out Of My Mouth** (Suggested for all grades) – All Dilworth 5<sup>th</sup> Grade Classes **Materials:** You will need a tube of toothpaste and a paper plate

The theme of this activity is to watch what you say because you can't take it back. Select a volunteer to come up to the front and ask them to squeeze all of the toothpaste out of the tube onto the plate. Ask another volunteer to come up front. Once your volunteer is in place, ask them to carefully put all of the toothpaste back into the tube. Soon they will give up and respond that it is impossible. Explain to the class that getting the toothpaste out was much easier than putting it back in. Our words can be just like that. Once they come out of our mouths, we can't put them back in. This is why we should always take care to use kind words and speak respectfully to others. Thoughtless, mean, and angry words really hurt. Remember: The toothpaste was caught on a plate so it would not make a mess. Unkind words can't be caught this way, and what we say can make a big mess. Always take care to use kind and respectful words. (*Object Talks For Any Day*, Kokmeyer)

### **It's Not Easy Being Green** (Suggested for grades K-1) – All Dilworth K Classes **Materials:** Song or video of Kermit the Frog singing "It's Not Easy Being Green"

Play song or video for the students. Discuss what it means to be different and how it feels. For example, Are you short or tall? Do you or someone you know have a physical disability? How do people from other countries and those who speak a different language feel? Ask the students to identify ways they can demonstrate respect to those people who are different from them. (*Character Education*, by Graham and McKoy)

## **Respect Activities (continued)**

### **Manners Matter** (Suggested for grades 2-5)

**Materials:** Copy of below poem

Talk about good manners and how they are an important way to demonstrate respect. Read the following poem to the students. *(If you do not have copies of the poem you can write it on the board.)* Have the students work in small groups to make a song or rap out of the poem. Select volunteers to present their version of the poem to the class.

**We say, "Thank you."**

**We say, "Please."**

**We don't interrupt or tease.**

**We don't argue. We don't fuss.**

**We listen when folks talk to us.**

**We share our toys and take our turn.**

**Good manners aren't too hard to learn.**

**It's really easy, when you find**

**Good manners means...**

**Just being kind!**

### **Sweet Respect** (Suggested for all grades) – All Dilworth 2nd Grade Classes

**Materials:** bowl of water, pepper, sugar, and a bar of soap

Begin by sprinkling pepper liberally on the water. Tell the students that the pepper represents the people around them—classmates, teachers, friends and family. Discuss the fact that how we get along with people is largely determined by how we treat and speak to them. Our words can be very powerful tools, either for good or bad, and it's important to learn positive and respectful ways of speaking to others. Take the bar of soap and tell the students it represents unkind and hurtful language. *(Touch the bar of soap to the center of the water. The soap will repel the pepper and cause it to be dispersed to the side of the bowl.)* Tell students that when we speak unkindly to others, they will not want to be around us, and they will scatter just like the pepper. Take a teaspoon of sugar and pour it in the center of the water. Compare the sugar to the sweetness of kind and respectful words. *(The pepper will be drawn to the sugar.)* Tell the students that being respectful towards other people usually causes them to be drawn to us and want to be our friend. *(10-Minute Life Lesson, Jaime Miller)*

### **Race For Respect** (Suggested for grades 2-5) – All Dilworth 3rd Grade Classes

**Materials:** None

Divide the class into two groups. Assign Group 1 "Respect at Home" and Group 2 "Respect at School." Allow 5 minutes for each group to come up with as many ways as possible to show respect at their assigned place. When time is up have each group read their list to the class. The group with the most respectful actions WINS!

### **Role Play** (Suggested for grades 2-5)

**Materials:** None

Divide the students into groups of 3-5 and ask each group to develop a short skit about *respect*. Each skit should show a student responding to a situation in a respectful manner. Have each group present their skit to the class.

## **Heart-ful Respect (Suggested for grades 2-5) – All Dilworth 4<sup>th</sup> Grade Classes**

**Materials:** Hammer, nail, block of wood

Begin by striking the nail into the wood with the hammer. Explain to the students that this is what it feels like in a person's heart when they are teased, (hit the nail again) put-down, (hit the nail) excluded, (hit the nail) the victim of gossip or a cruel email etc. Next, remove the nail and say, "Even after 'I'm sorry' is said, (show students the hole left by the nail) a hole is left in that person's heart. Don't be the kind of person that hurts the hearts of others. Treat **everyone** with kindness and respect.

### **HOW TO BE RESPECTFUL**

**Treat other people the way you want to be treated.**

**Be courteous and polite.**

**Listen to what other people have to say.**

**Don't insult people, or make fun of them, or call them names.**

**Don't bully or pick on others.**

**Don't judge people before you get to know them.**

### **General questions about respect:**

1. Is there anything you dislike about the way people treat each other here at school? Do you know of any disrespectful behavior? Describe it. How do you feel about it?
2. What do you like most about the way people treat each other here at school? Does it have anything to do with respect?
3. What is a bully? Is bullying an act of disrespect? In what way? Are there bullies here at school? Can someone be a bully without meaning to be? How?
4. How can treating people with respect prevent fights?
5. When you are with a group of kids, what things might other kids do or say that make you feel good? What things make you feel bad? How does treating people with respect affect your friendships?

### **STUDENT ACTIVITIES**

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 "dweeb," 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.

**Lessons copied from Providence Spring Elementary's web site, Charlotte, NC**

**and**

***The Parent/Community Connection in the Classroom: Connecting your classroom to parents, community, and character education , Julie L. Gaines, 2005 (Reproduction is permissible for school use only.)***



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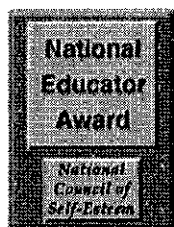
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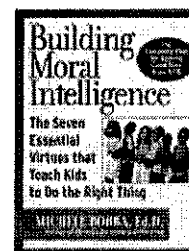


## Building Moral Intelligence

# 35 Activities Your Students Can Do To Learn Respect

by Michele Borba, Ed.D.

Author of *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing*



There are many ways people show respect to others, and the more aware that students are of what those actions look and sound like, the more likely they are to incorporate those behaviors in their daily lives. Here are 35 activities students can do to learn the meaning and value of respect. There's one (and a few more) for each day of the month.

1. Every day this week give a sincere compliment to someone. Create a weekly planner that will help you track your behavior. Each day you must write who you gave the compliment to and describe their reaction.
2. Look up the definition of respect. Write it down. Now describe ways you have acted respectfully or disrespectfully this week.
3. Make a list of people you think are respectful and why you added them to your list.
4. Think of someone who is respectful and talk about why they would be a good friend.
5. Discuss why acting respectful is important.
6. Work alone or with a partner to create a song, a rap, or a chant about respect. Your words should tell why respect is important and how it could make the world a better place. Write the rap on a piece of paper and be ready to respect it to the group if called upon.
7. What are three ways you can show your teacher respect?
8. What are three ways you can show your parents respect?
9. Make a list of things people say who are respectful. Here are a few: "please." "Thank you." "I appreciate that." "May I hold the door?" "Pardon me." "I'm sorry I offended you."
10. Make a list of things people do who are respectful. Here are a few: hold the door open for someone who needs help, listen without interrupting, don't talk back, whine, or sass, throw away trash.
11. Watch a half hour TV show. Who was respectful or disrespectful, and why?
12. Interview someone and ask what's one way to show respect to another person. Write it.
13. List five ways we could show greater respect for our environment.



14. What would you do if an adult was disrespectful to you? Suppose the grown-up yelled at you for something you didn't do. What do you say? What do you do? Describe your answer in 50 words.
15. Design a bumper sticker about respect. Include on the bumper sticker: the word Respect, a motor or slogan for why you should use it and at least three words that describe it.
16. Describe a respectful way to answer the phone.
17. Suppose you're invited to your friend's home for a family dinner. What are some ways you could show respect and courtesy when your first arrive? At their table? When you leave? Write at least 50 words.
18. Cut a long strip of butcher paper 3 x 36" (or use adding machine tape). Roll each of the ends around a pencil and tape the ends to the pencil. Use crayons, colored pencils or ink pens to draw a scene of what respect looks and sounds like in action. Roll up your movie and be ready to share your story.
19. Make a campaign poster about respect. Make sure you include the word "Respect" and two reasons why someone would want to vote for having respect at your school. You could use construction paper, felt pens, crayons, magazine cut-outs and templates.
20. Look up the word "respect" in a dictionary. Find at least 10 different words that mean almost the same thing as "respectful." These words are called synonyms. Write each synonym on a paper strip. Link your paper strips together to make a chain and staple the ends of each link.
21. Use glue to write on bright-colored paper a few statements that respectful people would say to put a smile on someone else's face. Now carefully sprinkle the letters with glitter. You've made Sparkle Statements!
22. Design a mobile using paper, string, and a clothes hanger. The mobile must show at least four different ways you can show respect to yourself, other people, and property.
23. Read about John Muir. How did he show respect to the environment?
24. List at least five synonyms for the word respect.
25. Draw a picture of your head and cut it out. Or make your silhouette by standing in front of an overhead projector. Have a friend trace the silhouette that appears on a piece of paper taped on the wall. Cut out your silhouette. What kinds of things would a respectful character do? Write or draw at least 8 characteristics of respectful people inside the silhouette. Circle ones that you do.
26. Make a banner about respect. You could make it from cardboard, burlap, material, wallpaper or construction paper. Decorate your banner with pictures and word cutouts that show respect. Include at least 10 ways to show respect to other people.
27. Cut out a newspaper or magazine article about a person who showed respect. What did they do to demonstrate respect?
28. Write a commercial about respect. Try to sell respect so others will want to start using it. For instance, say something positive that might happen in the world if more people showed respect to one another.
29. Write a word for each letter in the word respect that means almost the same thing.
30. List five antonyms for the word respect.
31. Make a collage for respect on a piece of poster board. Draw pictures or paste magazine pictures that show different ways you can show respect to others.

32. Find at least five pictures of people showing respect to others. Make a collage.
  33. Write a paragraph describing how the world would be different if more people showed respect toward one another.
  34. Create a recipe for respect. What ingredients do you need?
  35. Design a campaign button that would help someone understand what respect means.
- 

**Dr. Michele Borba** is an internationally-recognized educational psychologist who has presented workshops to well over a million parents and teachers. She is an honorary board member for Parents and frequent guest on TV and NPR talk shows including Today, The Early Show, The View and Fox & Friends. Author of 20 books, this article is adapted from [Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing](#), selected by Publishers' Weekly list of "among the most noteworthy of 2001." Her latest book is [12 Simple Secrets Real Moms Know: Getting Back to Basics and Raising Happy Kids](#). To find out more about her work check out: <http://www.moralintelligence.com>.

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## Brush Up On Respect

### Overview

When studying the Respect pillar, we talk about how respect sounds and what it looks like: tone of voice, facial expressions, and body language. This activity provides a great visual about how important using respectful language is, how quickly words can come out, and the importance of thinking before we speak because of how difficult it is to take words back.

### Materials

- A tube of toothpaste
- One 4" x 6" index card
- A marker pen
- A popsicle stick
- A toothpick

### Procedure

1. Draw a big, black "R" on the index card
2. Tell students "We're going to brush up on our Respect by covering that R, which stands for Respect, with toothpaste."
3. Give the toothpaste to a volunteer and ask him or her to squeeze out the paste to completely cover the R, as if painting it.
4. As they're covering it, make a connection to the cleansing power of toothpaste and speaking good words, using good manners, and using a respectful tone of voice.
5. After the student has hidden the R under the paste, say that this black R actually stands for Rude, and we don't want to brush up on Rudeness.
6. Have the volunteer take back Rudeness, un-painting the R by putting the toothpaste back in the tube.
7. He or she will try, but it won't work very well.
8. Offer your volunteer a popsicle stick or toothpick to keep trying, all the while discussing how easily the R was covered by the paste.
9. Correlate the activity with how quickly our words are spoken, but how difficult it is to take back disrespectful, hurtful, and rude words.
10. Follow up by discussing the steps you would have to take to fix it when Rudeness happens.
11. Then role play how to give a genuine apology, complete with, "Will you please forgive me?"
12. This activity also lends itself to teaching "I" statements as a strategy for reacting when someone is rude or disrespectful to us. Have the students practice using this formula:

I feel \_\_\_\_\_ when you \_\_\_\_\_. I need \_\_\_\_\_.

It's very empowering, for example, when a child is able to look someone in the eye and say, "I feel hurt when you call me names. I need you to stop."

This activity was submitted by Barbara Gruener, Counselor, Westwood Elementary, Friendswood, Texas.

It is an adaptation from an idea by Tom Jackson's book, *Activities that Teach*.

#### This lesson plan:

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- 4-6 yrs.
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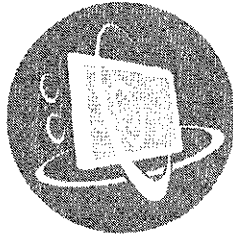
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4th / 5th



Connect with Kids

## **Respect**

### **Discussion Questions, Vocabulary and Activity**

**Grades 3-5**

#### **Segment Summary**

**Despite their obvious differences, Gema Villacis and Sarah Gaspari have formed a unique friendship based on respect.**

When Gema Villacis traveled from Ecuador to America three years ago, she had never attended school, she could not speak English and she could not hear. Although Gema worked hard to learn sign language, she had no one with which to speak until she met Sarah Gaspari during a game of tag. Drawing inspiration from a book titled *The Braids Girl*, Sarah decided to learn sign language so she could communicate with her new friend. Gema says her first hearing friend showed her respect and treated her like a regular kid instead of teasing her or feeling sorry for her because she has a disability. As their friendship grows, both girls continue to see how their differences contribute to a mutual exchange of respect, compassion and kindness.

#### **Discussion Questions:**

1. What characteristics do Sarah and Gema possess?
2. How did Sarah's kind actions make Gema feel?
3. Why is it difficult for some children to befriend those who are different?
4. Have you ever experienced a situation similar to Sarah's or Gema's? Explain.
5. How can you show respect for others at home, at school or in your community?

#### **Related Vocabulary Words**

achieve      difference      integrity      patience      personal      respect      unique

## Respect Activity

### What's the Difference?

#### Objectives:

Students will be able to

- Identify the meaning of the term unique
- Generate examples of how an individual may be different physically, socially and culturally
- Work with others to create an individual with unique characteristics
- Discuss the ways in which unique characteristics can benefit oneself and others

#### Materials:

- Pens, pencils, crayons, markers, paint
- Large sections of butcher or bulletin board paper, chart paper, chalkboard
- ***What's the Difference?*** worksheet
- ***Introducing Our New Friend*** worksheet
- ***Similar, Yet Unique*** worksheet

#### Procedure:

**Note:** This lesson may be completed in two parts: Part I (*Steps 1-6*) and Part II (*Steps 7-11*).

#### Part I:

1. In preparation for this activity, draw the outline of a person's body on several large sections of butcher or bulletin board paper. Draw each outline differently to reflect physical differences.

**Examples:** tall vs. short, thin vs. heavy, small feet vs. large feet, etc.

**Note:** Keep in mind that you will divide the class into groups of four or five students, so you will need to make enough drawings to distribute one to each group.

2. Begin the activity by writing the word "unique" on the chalkboard or a piece of chart paper. Ask students to offer their own definitions of unique. You may want to ask the following question to point your students in the right direction: "What makes you unique among your classmates?"
3. Distribute one copy of the ***What's the Difference?*** worksheet to each student. Instruct your students to record their ideas on their worksheets as you lead a class discussion about the ways in which people are different. Use the following questions to guide your discussion:

- How might people differ physically?

#### Examples:

- People can be skinny or heavy, tall or short.
- No two faces are alike, not even for twins.
- Some people wear different kinds of clothing (shirts, shoes, dresses, pants, etc.).

- How might people differ socially?

**Examples:** Some people like to play games, ride bikes, read, etc., while others do not.

- How might people differ culturally?

**Example:** Many families participate in special customs and cultural traditions, such as celebrating Hanukkah or Christmas.

External vs. Internal<sup>3</sup>

4. Divide the class into groups of four or five students, and give each group one of the large sections of paper on which you have drawn the outline of a body. Explain to your students that they will work together to draw a unique individual by adding physical characteristics, clothes, interests and cultural traditions to their body outlines. Remind them to use the ideas they listed on their ***What's the Difference?*** worksheets for inspiration as they complete their drawings. Encourage students to create individuals who are unlike themselves in at least one or more ways.
5. Allow time for groups to decorate their body outlines using crayons, markers or paint. Once each group completes its drawing, instruct members to give their unique individual a name and autograph their drawing with their one-of-a-kind signatures. Consider displaying groups' drawings around the classroom.
6. In preparation for Part II, distribute one copy of the ***Introducing Our New Friend*** worksheet to each group, and instruct members to work together to fill in the blanks.

**Part II:**

7. Ask each group to introduce its new friend to the rest of the class and explain what makes the individual unique. Allow time for students to comment on the differences they observe in each group's unique individual.

**Note:** Remind each group to point out both external differences (physical appearance, clothes, etc.) and internal differences (likes, dislikes, interests, etc.). If a group only presents external differences, ask other students to predict what the individual might be like on the inside.

8. After groups have introduced their unique friends, explain to your students how an individual's unique characteristics (both external and internal) help him or her in life's endeavors.

**Examples:**

- Being tall may help a teen be a better basketball player.
  - Being good at solving math problems may help a student become a successful architect.
  - Being kind to others may help an individual be a better citizen in his or her community.
9. Distribute one copy of the ***Similar, Yet Unique*** worksheet to each student. Review the directions as a class, then allow enough time for your students to complete their worksheets individually.
  10. After students complete their worksheets, ask them to recall the group project they completed in Part I of this activity. Use the following questions to guide a class discussion on how differences among people can be beneficial:
    - How did each group member's unique abilities help the group work together successfully?
    - Was one member better at drawing while another was better at writing a description of the group's new friend? Explain.
  11. Close the activity by explaining to your students that many qualities make an individual unique and that it is important to value and respect the differences among people. Remind students that respect of differences in looks, thoughts and behavior makes the world an interesting place.

**Related Vocabulary Words**

difference      respect      unique

## What's the Difference?

Name: \_\_\_\_\_

**Directions:** Use the boxes below to record the ways in which people may be different, or unique, in each of the following areas.

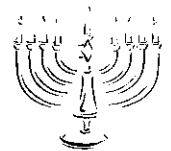
**Physical:**  
"looks"



**Social:**  
"activities, interests, likes and dislikes"



**Cultural:**  
"family customs or traditions"



## **Respect**

### **Vocabulary Words and Definitions**

**Achieve (v.)**

**Definition:** to succeed in doing something good, or getting the result you wanted, after trying hard for a long time

**Context:** Brad worked hard to achieve his goal of learning all of his multiplication tables so he could advance to the fourth grade.

**Consensus (n.)**

**Definition:** an opinion with which everyone in a group will agree or accept

**Context:** The students must reach a consensus on how they will raise enough money to pay for a field trip to Washington, D.C.

**Difference (n.)**

**Definition:** a way in which two or more items or people are not like each other

**Context:** Alexandra and Burke remain best friends despite their differences, which include gender, race and age.

**Integrity (n.)**

**Definition:** being honest; doing the right thing; the quality of always having high moral principles

**Context:** Sandra acted without integrity when she cheated on her history exam.

**Patience (n.)**

**Definition:** calmly working and waiting; not complaining; the ability to wait calmly, accept delays or continue doing something difficult for a long time, without becoming angry or anxious

**Context:** Learning to play the violin requires years of practice and an enormous amount of patience.

**Personal (adj.)**

**Definition:** emphasizing that something is done, known or experienced by oneself

**Context:** One of Alvin's personal goals is to climb Mount Everest when he is older.

**Respect (n.)**

**Definition:** valuing others; honoring differences; admiration for someone, especially because of his or her personal qualities, knowledge or skill

**Context:** Ophelia gained the respect and admiration of her classmates when she won the statewide spelling bee competition.

**Scenario (n.)**

**Definition:** a situation that could possibly happen

**Context:** One possible scenario is that our class wins all of the events at Field Day this year.

**Unique (adj.)**

**Definition:** unusually good and special; being the only one of its kind

**Context:** No two people are exactly the same, making each person unique.



## Similar, Yet Unique

Name: \_\_\_\_\_

**Directions:** Choose one friend and one family member to whom you will compare yourself. Use the table below to record how you are similar to and different from your friend and your family member – both on the outside and the inside. You may either use words or pictures to explain your reasoning.

	How are you similar?	How are you different?
<b>Friend's Name</b> <hr/>	<div>Outside</div> <hr style="border-top: 1px dashed black;"/> <div>Inside</div>	<div>Outside</div> <hr style="border-top: 1px dashed black;"/> <div>Inside</div>
<b>Family Member's Name</b> <hr/>	<div>Outside</div> <hr style="border-top: 1px dashed black;"/> <div>Inside</div>	<div>Outside</div> <hr style="border-top: 1px dashed black;"/> <div>Inside</div>

## Introducing Our Unique Friend

Group Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** As a group, fill in the blanks below to describe your new friend. Remember, your friend must be a unique person, which means that he or she is different from you in several ways.

Introducing Our Unique Friend, \_\_\_\_\_  
(name)

Physical characteristics that make our friend unique include ...



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

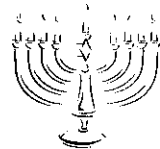
Our friend's personality is very unique! Let us tell you about it.  
(likes, dislikes, how he or she acts around other children, etc.)



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Our friend's family traditions and cultural customs include ...

- \_\_\_\_\_
- \_\_\_\_\_



Our friend's unique characteristics make him or her a special person because ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_